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Abstracts of speeches, presented at the Shippensburg Conference on Teaching the Migrant Child, related to the teaching of predominatly rural, migrant and disadvantaged children, are included in the document. Among the topics are academic achievements of migrant children, identification of educationally deprived children, health and health care of migrants, problems of the migrant, and school and the migrant child. Several units of study are suggested to help teachers of these children. Ideas, along with materials needed and references, are given on a variety of games, creative and printing activities, field trips, bulletin boards, story groups, science topics, and music activities. Throughout the document emphasis is placed on enriching the lives of the disadvantaged via a variety of experiences. [Not available in hardcopy due to marginal legibility of original document.] (CM)

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SHIPPENSBURG CONFERENCE

on

Teaching The Migrant Child

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JUNE 10 - 21, 1968

SHIPPENSBURG STATE COLLEGE
SHIPPENSBURG, PENNSYLVANIA

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OFFICE OF EDUCATION

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RESUME' OF MATERIALS SUGGESTIONS AND REFERENCES GATHERED DURING THE SHIPPENSBURG CONFERENCE ON THE EDUCATION OF THE MIGRANT CHILD

JUNE 10 - 21, 1968

Edited by:

Dr. Marian C. Hinz
Education Development Center

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INTRODUCTION

The conference on training teachers of migrant and disadvantaged children was held on the campus of Shippensburg State College from June 10 to June 21 1968. The conference was workshop oriented in design so the participants could take an active part in many activities.

Mr. William Smith of the SSC faculty directed the conference, the expenses of which were borne by a grant which was directed by Frank Hair and originated in the Education Development Office.

The program, which follows, presents the speakers and topics covered by the conference sessions. The activity periods which were part of the procedings, as well as the work required after sessions, is presented in this book as a help to those who are engaged in the task of teaching youngsters less fortunate than the average American child. The participants of the conference, the director and the speakers all of whom worked together to gather the materials and ideas here submitted, sincerely hope that the materials will be useful in inspiring sensitive and thoughtful teaching for children desperately in need of the very basic hopes of life.

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Mary Jane Auman
Barbara Barriga
Hobart Benchoff
Clair Bricker
Ralph Burdge
Mildred Bushey
Sandra Coble
William Cockley
Thomas Collins
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Mabel Pensinger
Florence Pressel
Charlotte Rhine
Madeline Ritter
Sue Ellen Ruckman
Evelyn Schenck
Herman Schulteis
John Scott
William Settle
Maxine Shull
Richard Varish

Program Schedule

Monday - June 10

9:00 - 10:00

Greetings---Mr. Frank Hair, Dean Paul Smay, Mr. William Smith

10:00 - 11:15

Mr. Robert E. Finafrock---"The Migrant Worker in Pennsylvania"

Lunch

1:00 - 2:00

Mr. John Hyams---"The State and Federal Role in Migrant Education"

2:00

Mr. William R. Smith---Discussion of Group Projects

Tuesday - June 11

9:00 - 10:15

Mr. Richard T. Langworth---"Health Services for the Migrant Worker"

10:30 - 11:30

The Reverend Charles Frazier---"The Migrant Family"

Lunch

1:00 - 2:15

Mr. Charles P. Kline---"Housing for the Migrant Family"

2:20 - 3:00

Mr. Francis Coulson---"Teachers of the Migrant Child"

Wednesday - June 12

A tour of migrant work camps has been arranged by Mr. Parker Coble, Director, Adams County Migrant Opportunity Center.

Thursday - June 13

9:00 - 10:00

Dr. John D. McAulay---"Social Studies for the Migrant Child"

10:15 - 11:15

Dr. John D. McAulay---Second Session

1:00 - 2:00

Dr. Chester Eastep--"Some Characteristics of the Migrant Child and Their Implications for the Teacher"

2:00

Special Project Activities

Friday - June 14

9:00 - 10:00

Mr. William Schaull---"Mathematics for the Migrant Child" (Demonstration Teaching)

10:15 - 11:30

Mr. William Schaull---Discussion

Lunch

1:00 - 2:00

Dr. Wilbur Carthey---"Establishing a Climate of Acceptance in the Classroom for the Migrant Child"

2:00 - 3:30

Special Project Activities

Monday - June 17

9:00 - 10:15

Mr. John Naugle---"Developing Language Skills in the Migrant Child"

Monday - June 17 (Continued)

10:30 - 11:30

Mr. John Naugle---Second Session

Lunch

1:00 - 2:15

Miss Helen Kraiss---"Health and Physical Activities for the Migrant Child"

2:30

Special Project Activities

Tuesday - June 18

9:00 - 10:00

Film---"Harvest of Shame"

10:15 - 11:30

Mrs. Norma T. Stewart---"Preschool Activities for the Migrant Child"

1:00 - 2:00

Mr. F. Paul Seitzer---"Teaching Materials for the Migrant Child"

2:00 - 3:00

Special Project Activities

Wednesday - June 19

9:00 - 10:15

Dr. Richard Zerby---"The Reading Program for the Migrant Child--Diagnosis and Techniques"

10:30 - 11:30

Dr. Richard Zerby---Second Session

Lunch

1:00 - 3:00

Dr. Lloyd Trinklein---"Science Activities for the Migrant Child"

Thursday - June 20

9:00 - 10:15

Miss Lydia Gross---"Children's Literature for the Migrant Child"

10:30 - 11:30

Miss Lydia Gross---Second Session

1:00 - 2:00

Special Project Activities

2:00 - 4:00

Mr. Harry H. Kirk, Jr.---"Arts and Crafts for the Migrant Child"

Friday - June 21

9:00 - 10:00

Dr. Marian Hinz---"Using Non-printed Instructional Materials in Teaching the Migrant Child"

10:15 - 11:30

Previewing and Evaluation of Non-printed Instructional Materials.

Lunch

1:00

Summarization and Evaluation of the Workshop.

SHIPPENSBURG STATE COLLEGE
SHIPPENSBURG, PENNSYLVANIA

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WHO IS THE MIGRANT CHILD?

Have you seen the migrant child? Have you seen him staring up from a berry patch, or seen him sleeping exhausted with a bushel basket shading his head from the blazing sun, or seen him playing in the mud puddles of a migrant camp or wailing in discomfort in a family-crowded room? Have you seen the migrant child and wondered, perhaps, who he was, where he wandered and why?

He is America's most forgotten, most disinherited child. He is found in almost all of the 47 states where agricultural migrants work. He travels with his parents sometimes a thousand miles at a time. He works in the fields with his family -- he's a good bean picker at six -- but seldom does he venture into the community which is his temporary home. Even less often does he go to school on a regular basis. An estimated 300,000 children have parents who are migrants. Of these about 150,00 make the trek from state to state, from south to north and back again, as their parents follow the harvest in search of work.

Migrant agricultural workers have become migrants under the pressures of harsh necessity. Usually they are unskilled, often they are illiterate. Once such workers had a firm place in the American economy, herding its cattle over the prarie trails, helping to carve its farm out of the virgin land. Immortalized by posts and cherished as part of the American nostalgia for rural life, few observers noted when the "hired hand" was pushed into economic obsolescence and social debasement. Small family farms gave way to agglomerated fields, the hired hand became an army of seasonal workers. Faceless migrants stooped over the harvests for a few short weeks and then, no longer needed, drifted on in search of other jobs. The"death of the hired man" was more real than Robert Frost could ever know, and today his counterpart floats like a restless spirit beyond the edges of community concern, hovering over America's affluence like a bad dream.

Despite his earnest job-hunting and long hours of field labor, the migrant worker usually earns under a thousand dollars a year, often much less. Recent testimony at Senate Hearings in Washington brought out that migrant workers are paid as little as 19 or 20 cents an hour in some areas of the country, These laborers remain largely unprotected although the Fair Labor Standards Act was amended in 1966 to provide minimum wage coverage for agricultural workers for the first time. However, the minimum of $1.00 an hour is still a poverty wage and only a few migrant farm workers will qualify for coverage.

In the face of agonizing economic pressure it is natural that migrant parents should wish to put their children into the fields as early as possible. Even the earnings of a small worker can help toward family survival. Child labor, consequently, is a real and poignant factor whereever migrant workers are found. "I would'nt brung my young'uns with me if they couldn't work," a mother stoically explains, and federal and state laws seldom hinder her in such involuntary exploitation. When migrant youngsters are not working in the fields, they are often found caring for the babies and toddlers of their own families and those of their neighbors. Even five and six-year-olds can be found shouldering work and responsibilities far beyond their capacities with consequences that are both far-reaching and incalculable.

Accidents, infections, and contagious diseases take a tragic toll among these children of misfortune, while the day-to-day erosion of health, made by inadequate diet and unsanitary living conditions frequently produces permanent impairment in physical development and vitality. In fact, the hazards to life and health faced daily by migrant children were legislated out of existence in other sectors of American society many years ago.

Community indifference compounds the incredible health burdens borne by these hapless families. Many states do not consider migrant workers, who are in temporary residence, eligible for the health and welfare services available to residents. Frequently migrants themselves, isolated, ignorant of community resources, and sometimes unaware of their own physical needs, fail to seek help. Infant mortality under such conditions is high. In some surveyed areas, rates have been found to be more than triple comparable urban figures. Adequate day care, so urgently needed, is non-existent for most children. Many migrant children are not reached by routine community immunization and dental care programs, while the physically and emotionally handicapped are similarly neglected. The Migrant Health and the Economic Opportunity Acts are beginning to bring about some change by providing seasonal day care and health facilities in a few local areas.

Perhaps the single greatest area of neglect is in the field of education. Few states make any attempt to get and keep the migrant child in school and even fewer have any special educational services, such as summer sessions, adapted to his needs and abilities.

Because of his mobility, the migrant child is usually retarded in grade achievement from two to three years. He is frequently further handicapped by being culturally disoriented to the teaching materials in common use. Since he has seldom experienced a sense of achievement, he suffers from insecurity and anonymity. He requires special attention from an already overworked teacher, who frequently lacks the experience and understanding to deal with problems associated with cultural deprivations. And his presence in the sometimes overcrowded classroom slows up the progress of the whole class, creating new problems for the school and the community.

This unfortunate combination of factors produces a pervasive blight of indifference to the educational needs of the migrant child; a blight which often extends from the state legislature right on down to the local school district. Many responsible individuals unthinkingly believe that the education of migrant children is someone else's problem -- another community's, another state's, even the federal government's. Although in 1965 and 1966 limited funds for the education of migrant children were made available by OEO and the Elementary and Secondary Education Act to the state departments of education and private agencies, the resulting programs are far from adequate to meet the tremendous needs. Meanwhile, the helpless migrant child is growing up illiterate, unskilled, and in an increasingly automated society, probably unemployable. The human cost in destroyed hopes and wasted lives cannot be measured while the social cost, the community's ultimate burden, can only be conjectured.

Who is the migrant child?

He is the Negro youngster from the deep South, the Spanish-speaking niño from the Valley of Texas, the towhead lad, whose speech betrays his mountain heritage. He is the neglected stranger to America's heart, the unconscious suppliant to a nation's golden dream.

National Committee on the Education of Migrant Children
of the National Child Labor Committee
145 East 32nd Street
New York, N. Y. 10016

Fact Sheet Number 2
Revised 1967

ARTICLE ABSTRACTS

"School Bells for Children Who Follow the Crops"

by Alfred M. Potts

During the 1950's Colorado discovered that it had a problem caused by the state's agricultural system. Due to the large number of farms and orchards, many seasonal workers were required to harvest the crops. These workers were very short - termed migrants who sometimes stayed in one area only a few weeks. When the migrant finished in one area, he moved on to another place where he was needed. The problem: many of these itinerant farmers brought their families along. How do the schools provide for the children of such families?

Both the State Department of Education and the local school districts cooperated to cope with this problem. Colorado now provides for these children in regular school classrooms; since 1959 there are also summer classes to make up for the time these students lose while moving from one place to another.

This continued cooperation involves three main area: pupils, programs, and administrative structure. The state provides the funds, project staff, and an elementary consultant involved about half-time with migrant children. The local school districts contribute the buildings, facilities, equipment, supervision, administration above the principal level, and work towards community support. Both work to develop the interest of the migrant parents. The budget is under state control.

An important element of the Colorado program is the Migrant Educational Research Project which attempts to analyze the needs of the migrant child and to make recommendations as to how these needs can be met. The state - local district contract allows this group to use the schools for experimental purposes. The group has conducted ability and achievement tests, parent and children characteristics surveys, and migrant demographic census. This information has been used in the program.

"Education for our Rural Slums"

by Cyrus H. Karraher

Can you imagine an eight-year old child laboring in a bean field for twelve to sixteen hous a day? Does this remind you of the abuses of child labor undertaken by labor and industry fifty years ago? Well, it isn't a flashback from a bygone era. It's happening today, and right here in Pennsylvania. For a number of reasons these children are out in the fields or left at home in the camps instead of being in school where they should be. Because their income may be an important supplement to the family income, more times than not education is a bypassed item. There are approximately 150,000 of these children among the migrant families.

Migrant children are not compelled to attend classes because they are non-residents, and because of their irregular attendance, the school achievement is found to be less than fourth grade.

There are many barriers to education of migrant children including: "lack of acceptance of migrants in some communities, lack of education of parents, language barriers, lack of local enforcement of school attendance and child labor laws, need for special educational programs to fit the need of the migrant children, lack of trained teachers who understand migrant children, lack of school transfer records and methods for grade placement, lack of transportation, and insufficient funds in some school districts to provide school facilities for migrants during the peak of the harvest."

However, great progress toward breaking down these barriers is being made in California, Colorado, New Jersey, New York, Ohio, Oregon, Pennsylvania, and Washington.

Colorado has led in this progress due to the leadership of Alfred M. Potts of Adam State College. The program which started as a pilot program in 1955 has blossomed into an intricate part of Colorado's entire educational program.

Adam State provides in-service education for teachers of migrant children, and has become renowned as a center of cultural studies. The result of one of Adam State's workshop's was the National Committee on Migrant Education (NCOME) which has served as a clearing house of information on migrant education in each state.

The saddest realization is that only about five percent of all migrant children receive any semblance of a satisfactory education. A lot of the answers depend on the formulation and operation of the National Service Corps. This program will provide young educators who will volunteer to assist migrant children and adults, whereever the need be the greatest. Only through education can anything be done to give the migrant child his proper place in society.

"The Plight of Migrant America"

by Alice Ogle

Throughout the history of this great nation, man has been aware of the deprived millions of American farm workers. The writings of Mark Twain, Frank Norris, Steinbeck and Saroyan have become well known among the literate but with little results. Public apathy takes precedence and America stands still where the needs are greatest.

Today we have men like Cesar Chavez who now directs the National Farm Workers Association, Fr. John A. Wagner, executive secretary of the Bishop's Committee for the Spanish speaking and Fr. James L. Vizzard director of the Washington office of the National Catholic Rural Life Conference, who speaks out frankly on the problem. These men have made accomplishments that some thought were not possible but still did little to release the apathy still in America. Even the U. S. Government has authorized the importation of men from Mexico to work the fields when organized farm labor refused to work for slave labor. The National Advisory Committee on Farm Labor has made 150 attempts to improve conditions and all have failed.

"School Bells for Children Who Follow Crops"

by Alfred M. Potts

Many of the migrants entering Colorado during the harvest season bring their children with them. Since their stay varies from two to eight weeks, and they are required to enroll in the public schools, there is an area of concern created.

Of the migrants that follow the crops into Colorado; about one half come from Texas and are referred to as American nationals, one fourth live in Colorado but move to follow the harvest, and about one fourth are from the various surrounding states. Approximately three fourths of these migrants are from a Spanish-American influence. A few of the remaining migrants are Indians.

Colorado has opened a system of summer schools to absorb some of these migrants' children in order to help educate them during the non-school portion of the year, because most of the migrants are there then to harvest or work with the crops. There has been some success in this area and the students have numbered from 62 to 175 in each school.

The children entering these schools in kindergarten and first grade are like most other children except for the language barrier. Many of these children know no English. One example of the language barrier is in the interpretation. For instance one child was asked if he had lost his pencil. His answer if translated literally was that his pencil had lost itself from him. When he was asked if he had missed his bus, his answer, literally translated, was that the bus left him. As a result it is difficult to get them to think in English.

The Spanish-American migrants are out of touch with the society around them. Such things as T.V., cloverleaf intersections, fast cars, bathtubs, fancy fixtures, etc. have no place in their lives. They place little value on change or efficiency. It is difficult for them to adjust to new ways and ideas.

Colorado has provided state funds to the school districts and the districts themselves are responsible to operate schools.

Another way in which Colorado is helping in the migrant program is through workshops. They have 59 curriculum workshops to develop programs, materials, techniques and methods for teaching migrants. Also they provide a 250 page classroom guide Learning on the Move for the teachers. Colorado asks itself the question "How can we best prepare these children to live in our society?"

It is very evident that, where agriculture is done on a large scale and many crops must be harvested by hand, we need migrant workers to help in the harvest. Since these people must move often to keep up with various harvest seasons, their stay in any one place is not long enough for them to become a part of that society. Instead they have a society of their own.

If we say by our school laws that a child over eight years old must attend school, then we have just as great a responsibility to educate the migrant as we do the middle class child. We cannot allow his social differences to deprive him of an education. I am glad to learn that much concern and effort is now being exerted toward this goal.

"The Educationally Deprived"

by Joan M. First

Migrant workers were needed and came about as a result of our agricultural processes changing from the family owned small farms to the large mechanized farms producing for an expanding economy and market. With the rise of migrancy came many problems - poverty unsafe transportation, malnutrition, inadequate housing, illiteracy, loneliness, and disease. Although these problems were well recognized, we knew little nor did little to try to do anything about them. Since the migrant - be he Texas, Mexican, Southern Negro, or Puerto Rican - is part of no community, he usually does not benefit much from welfare agencies nor from the schools to which he may be referred when he comes into a community.

The migrant child is usually born to parents who are highly literate and are not education oriented. Poverty, mobility, and repeated frustration all add to his unfavorable environment. Most migrant children never finish grade school, they have no real school term, and their school experiences are usually brief and frustrating. The teacher and the school though hold the only key to an escape from migrancy or an improvement in his abilities -- that key is through education.

Even though the migrant child has these many odds stacked against him the teacher and the school can improve on their relationships and programs for the migrant child. To help the children the school should prepare the teachers and the pupils for their arrival. This can be done through the use of films, filmstrips, and books which will create an atmosphere of welcome and anticipation with the regular students. When the migrants do arrive they might be assigned a big brother or sister to help in their admustment. Since it is known, they will be there just a short while the children should be given short-range goals which allow for success. The children should be placed quickly into groups of other children of their interests and needs. Practical skills which the children will need must be developed and emphasized. Since these children have traveled widely their use as resource persons, sharing their experiences with the class can make contributions to the class.

Since Michigan has many migrants in the summer months some countries have been successful in summer school projects for migrant children. Here it was found that working closely with the parents and by inviting them into the schools, much was done to help in the success of the programs. Another interesting program in Michigan was on tried by Hartford which does not place the migrant children entirely with the resident students but divides the migrants into two age groups and works with these migrants in the content areas by using teachers, either retired or substitute, and having them with the rest of the school population in activities outside of the content areas. In this type of set up it is maintained the migrant children do not have to compete with the resident youngsters and can be instructed more on an individual basis and can receive the special attention they so badly need.

"Health and Health Care of Migrants"

by Florida State Board of Health

This chapter was taken from a book called On the Season, and was published by the Florida State Board of Health in 1961.

The health conditions of the migrant farm worker has been a concern of United States public health officials for many years. In 1969, the United States Department of Health, Education, and Welfare, provided a grant to the Florida State Board of Health in order to provide the migrant with health services. The project was located in Belle Glade, Florida.

It was interesting to find that 50 per cent of the migrant group studied were born in Georgia, the median grade completed in school by adults was 6.4, the number of persons per household was 5.3, and 75 per cent of the adults were married.

Those observed were plagued with dental problems, nutritional problems (scurvy, rickets, nutritional anemia), abnormalities in the mouth or throat, disorders of the genitourinary system, and respiratory ailments such as tuberculosis.

Maternity care programs of different types were attempted. Maternity patients were found to have three prominent characteristics: (1) frequent pregnancies; (2) lack of prenatal care; and (3) insufficient funds to afford proper maternal care.

Clinical findings indicated a high incidence of intestinal parasite infestation. In fact, during the project, two children were reported to have choked to death because of ascaris infestation (roundworm).

The public health work with migrants depends largely upon the willingness of professional public health workers to increase their knowledge of the problems and be flexible and realistic in their practice of public health with farm migrants.

"When the Migrant Child Comes to School"

by Elizabeth Sutton

Elizabeth Sutton is long familiar with the problems familiar to migrant education. She served as the director of the pilot which was the outgrowth of the 1951 National Council on Agricultural Life and Labor study of four migrant areas. As director of the project, Miss Sutton lived with the migrants, alternating between Palm Beach county, Florida and Northhampton county, Virginia.

The unfortunate effects of the migrant life on the children are the major emphasis of Miss Sutton's article.

In relation to school attendance she cites the problems of frequent adjustments to new situations and the frustrations caused by inadequacies of background. She also states that in many cases the parents are not concerned about sending children to school, especially older children who could contribute to the family income, and that many communities neither expect nor encourage regular attendance by migrant children.

Their environment has other effects which tend to separate those children from the more stable population. The family is usually their sole security, so family ties are strong. The children learn the way of life and accept the limited goals and expectations of their parents. There is a restricted income, and no instruction or example of the wise use of money. The children sense their rejection by the best community and often experience harassment by state and local law officers.

When these children come to school, their inadequacies and frustrations are revealed by behavior which may be moody, abnormally shy, depressed or belligerent. They are not interested in long range goals or projects but will respond to rewards which are certain, fast and tangible.

The balance of the article contains Miss Sutton's suggestions for helping the children to have satisfying school experience.

The migrant child must be made to feel wanted, important and adequate before learning can take place. The author suggests preparing the other children for the migrant's arrival, introducing the child and assigning him a "big brother", devoting bulletin board space to him and assigning him meaningful daily chores and responsibilities.

The teacher should make as much contact with the parents as possible. Notes sent to the home, home visits, and special invitations to attend school functions are suggested as ways to include the parents in the child's educational experiences.

It is important to place the child in the correct class as soon as possible. Lacking adequate transfer records, it is suggested that children should be placed according to the chronological age and physical maturity even though most will be retarded academically and the curriculum must be adjusted to individual abilities.

The author suggests that the teacher capitalize on the migrant child's travel experiences using him as a consultant on the areas where he has lived. She also feels that when the child moves on it is often possible to find out about the projected travel routes and to prepare the child for the educational aspects of the journey. She further suggests supplying the child with stamps, stationary and addresses so that contact may be maintained with former teachers and classmates. She feels that such a display of interest is often the stimulus needed for further schooling.

"Problems of the Migrant"

from They Follow the Sun by E. L. Koos

In 1954 the State Board of Health became concerned about the Health, Education, and Welfare of migrant people. They provided a grant to the State Board of Health to have the problem studied. Dr. Earl Lemon Koos, Professor of Social Welfare at Florida State University was hired as the director of the project.

The study reported here was an effort to add the existing knowledge of migrants and their problems. It was designed not to be a census of migrant problems, but to learn insofar as possible the total life pattern of this group who move from state to state in search of a living.

This study could never have been made if it had not been for the cooperation of the labor contractor who allowed his crew to be studied and of the growers in Virginia and New York who used the crew.

This particular chapter entitled "Problems of the Migrant" does as the title suggests. This observation tells about the problems which occured, steps taken to meet these problems and the major cultural and social forces which helped to create the problems and it suggests steps taken to solve them.

(Problems of the Migrant Cont'd.)

The migrant's behavior, or any human being's behavior, results from the interaction of a number of forces. These forces as listed were: (1) the culture he shares, (2) expectations of the group in which he currently finds himself, and (3) the unique experiences he has had thus far in his development. All of these are in constant interaction, and result in his having certain perceptions of himself and of his situation.

These forces act against a Negro agricultural migrant in an aggravating way. He is a member of a constantly shifting group.

The first problem encountered by the migrant is entering the stream. The migrant first moving into the Atlantic Coast stream usually does it one of the following three ways: (1) to accept the "invitation" of the small posters which are sometimes placed in rural communities in Georgia and other states, (2) to enter through informal channels of communication and (3) to enter via direct recruitment in the home community.

The second problem suggested was that of employment. Whether to "go North" is a question which faces the migrant each year. Another is with whom to go.

There were also problems in traveling. The opportunities for purchasing hot food and for using toilet facilities while on the move were more limited in the southern states than in Pennsylvania and New York, but rigid police supervision was encountered throughout the trip.

Security is listed as a problem of the migrant.

Housing is a very grave problem for the migrant to face. In Florida, he found his own housing. In Virginia, and in New York, he lived in quarters provided by the grower. These were distant

(Problems of the Migrant Cont'd.)

from urban areas, and were very compact.

The care of their children is one of the important problems of migrant life. The migrant is very concerned for his child's welfare. Older women and older children were often given the responsibility of watching the younger ones while the parents were in the fields. The younger children were sometimes taken along into the fields and allowed to help with the work. This practice was most generally adopted.

The education of the child may or may not constitute a problem for the migrant household. There are wide variations in the attitudes regarding school attendance. At one extreme was the crew which left New York to have their children enter school on time in Florida even though it probably meant there would be little or no work for weeks. At the other extreme were those who had no plans for the children to go to school in Florida until such time as the entire household arrived there in late October. Then the children were sometimes enrolled in school whenever the parents "got around to it" or when the school made special efforts to enroll them.

Crime and delinquency are listed as problems for the migrant. It isn't that he violates the law anymore than anyone else, but it is known that he gets special "attention" if he violates a law. It appeared in this observation that the most effective way of dealing with the potential criminal was simply to evict him from the crew.

The migrant does not have that many bad health problems. It seems that doctors are not important in their lives because there is never much money available, and doctors were a luxury they had to do without. They do admit that if they are in great pain they will visit with a doctor; but they are not easily frightened by sickness, so they do without. Venereal disease does occur in the migrant camps. The infected individuals prefer to go to a private doctor instead of to a clinic. They say that he doesn't want to know all the details, and that the clinic people raise a "fuss," so they stay away from clinics if they can. They will go if they have no money for a doctor.

From this discussion it is apparent that migrants do have many problems. In this study, however, it was decided that these problems were no different from those of persons in comparable social and racial status either in quality or in quantity. It was suggested that the intelligent direction of social and economic services towards meeting his needs can be effective in meeting his needs.

"When the Migrant Child Comes to School"

by Elizabeth Sutton

The work of the migrant family plays a very important part in our agricultural economy. Their skill is needed to handle the seasonal crops throughout the country. Unfortunately, they are faced with many problems. Besides being educationally and culturally deprived, they also lack the security attached to a permanent place of residence.

The facilities available to them as they migrate from state to state leaves much to be desired. Housing is poor, wages are low, and most are poorly fed and clothed. The law enforcement officers in some areas tend to frown upon migrant workers and so they watch them very closely. Consequently, migrant workers feel a distrust and dislike for the law. Even people living in certain areas look upon migrant worker and his family as "nobodies." Thus developing within the migrant feeling of inadequacy.

These feelings of inadequacy and insecurity come with the child as he enters school after school. There are, however, some things a teacher can do to help supplement the meager education of the migrant child. The teacher should in every way help the child to feel that he is an important part of the class.

It has been found desirable to place them in classrooms according to age and physical maturity. The class members can be prepared to accept the migrant as a classmate and friend. He should gradually take on daily chores that are given to all class members. Making the migrant child a contributing member of the class can be handled in various ways. The things he has done, places he has been and seen, can be capitalized upon to aid the things he has already learned and is not aware of, as well as helping him to contribute as an individual to the class.

A satisfactory rapport with his parents is also important to the child's education and welfare. Such things as school visitations home visits, or even notes sent home are necessary in developing this rapport with the parents and to further the child's interest in learning.

He should leave school with various forms of work which could include -- workbooks, travel diaries, scrap books, etc. -- that will encourage him to continue his learning progress. Equally important is some form of record that shows his progress, the books he has read, what he wants to learn, and any other specific needs that might be helpful to another teacher. The teacher's follow up might very well include a letter sent to his next stop.

"Remembering Forgotten Americans"

by Clay Loyd

In Leoti, Kansas, the migrant problem arose after the use of irrigation in the area. Irrigation makes it possible to grow new crops -- sugar beets, pinto beans, vegetables, and seed grains - which would need help to be harvested.

The Mexican-America migrated from Texas to the community of Leoti which consisted of 1,300 "Anglos." There were 500 of these Spanish speaking people plus 200 more at the peak of the season. The people of Leoti were caught off guard, but the migrants did solve the problem of harvesting their crops. Their biggest problem was educating the hundreds of children.

In 1962-1965, the first organized group, the Migrant Ministry, attempted to solve the problems of education, social and spiritual needs. Funds from the Office of Economic Opportunity (OEO) gave assistance to the Leoti Community Services (LCS) which was started in 1965. Together they offered summer day-care, education and recreation for the migrant children. The Elementary and Secondary Education Act (ESEA) also provided funds in 1967 which helped a remedial program for educationally deprived children.

Last summer School District 467 of Kansas had a ten week educational program. The day-care center operated from 6:30 A.M. to 6:30 P.M. with an average daily attendance of 130. A special remedial school and a regular remedial school was conducted from 8 A. M. to 2 P.M. From 2:30 to 6:30 P.M. they had programs in science, health, physical education, man in his environment, and arts and crafts. For the adult migrant, twice-a-week evening classes were available in basic English, driver education, and personal grooming. It was found successful to use bilingual aids in all classes. This was continued in kindergarten and first grade of the regular school.

Texas also helped in this program by providing teachers who acted as consultants and advisers to the migrants. These teachers traveled with the migrant.

It is early to tell the exact success of these programs, but the migrants academic performance has risen. The families are settling down in the town. Adults are finding permanent jobs. The health and appearance of the migrants have improved. And the children have become more at home in the classroom.

"School and the Migrant Child"

by Joe L. Frost

Joe L. Frost from the Department of Child Development, Iowa State University, has written the article: "School and the Migrant Child." This writing appeared in Childhood Education, November, 1964.

Mr. Frost states that approximately 150 thousand migrant children move with the crops each year. These children are burdened by poverty and disease; deprived of education and cultural experiences. Many are illiterate and most are educationally retarded. Usually their value system and their language is disimilar to that of the community. Therefore, frequently they are destined for failure and become misfits in adult living.

Since each child brings to school with him a unique set of problems, appropriate procedures for educating him are baffling. However, we do know that sincerely valuing and accepting these children pays an astonishing educative bonus.

(School and the Migrant Child Cont'd.)

The author tells of an Arkansas community, with cooperation of churches and other agencies, that attempted to provide for the educational needs of the migrant farm laborers' children during the summer months of 1962 and 1963. Their school program included creative and real life experiences, reading, writing, arithmetic, science, social studies, hot lunches, rest periods, etc. The degree of structure depended upon the maturity level of those participating. They learned to understand why it was important to know how to count, etc., in real life situations.

In the homelife of the migrant family there is much to be desired. Mr. Frost found in his survey that there were seven members in the average migrant family. Living conditions were composed of one-room cabins. Food and clothing were limited. In spite of all this -- the children were affectionate, friendly, and loyal to their families. Delinquency was rare!

He also found that the average degree of retardation for migrant children attending this school was about three years. The range of I.Q. scores was 54 - 100 with a mean of 78. Despite the test scores, the educators working with these children were convinced that most were bright, capable, and willing to learn. (Illustrations were given to support this statement.)

In conclusion the following are some of the suggestions given to help the teacher provide best for the migrant child's needs: (1) Practice good human relations, (2) develop sensitivity to and an awareness of problems, (3) give more attention to the variables: time, space, and materials, (4) give more variety in materials to provide for the unique and diverse interests and abilitie (5) allow for more space and fewer children per group, etc.

As has been brought to mind often, Mr. Frost states that the school can not be expected to take care of this entire problem. Cooperation between local, state, and national agencies simultaneousl must attack this problem.

"Education for our Rural Slums"

by Cyrus H. Karraker

In many parts of our country roday we find the migrant families that work our farms being treated like medieval serfs. Fifty years ago child labor in many of our factories brought about government action but those of agricultural child labor still haunt us.

The federal and many of the state governments have done very little to improve many of the barriers to the education of the migrant children. The federal government did pass the Fair Labor Standards Act that prohibits employment of children, including migrant, during school hours and the states do have compulsory attendance laws. But in many cases the state laws do not apply to migrant children because they are non-residents.

Colorado is one of the leading states that has made significant steps forward in improving the status of the migrant child. Through the leadership of Alfred M. Potts, of Adams State College, Colorado's General Assembly has made available large amounts of funds to aid local schools in helping the migrant. For this program, experienced teachers and building facilities are put to good use during the summer.

THE COMMUNITY AND ITS HELPERS

(A Unit For Primary Level)

CONTENTS

I. Introduction

II. Objectives

III. Initiating Activities

IV. Outline: Content

V. Activities

VI. Evaluation

VII. Suggested Materials

INTRODUCTION

The community is like a wheel with the various phases being the spokes. We hope to place the migrant child in the hub and allow him to increase his knowledge of his place in this wheel.

This unit can provide a valuable learning experience for a migrant child of the primary grades. It is hoped that it will help him develop a more positive understanding about the community and his friends, the community helpers. This unit gives only a few of the many workers that could be included.

OBJECTIVES

1. To acquaint the pupils with some of the workers in our community and the jobs they perform.
2. To help the migrant child understand some other ways of life.
3. To provide students with opportunities to observe the work and differences of our community helpers.
4. To aid students in developing social interactions in planning units and other group activities.

INITIATING ACTIVITIES

1. Prepare the classroom with displays and bulletin boards.
2. Prepare slides of helpers in the community. Make a tape recording to accompany the slides.
3. Have books available about the community helpers.
4. Make available films, filmstrips, tape recorder, and other visual aids.

OUTLINE OF CONTENTS

1. Medical Services
    a. Dentist
        (1) Service to community
        (2) List dentists available in community
        (3) Include dental program involving children with with dental hygienist
    b. Doctors and Nurses
        (1) Service to Community
        (2) Requirements and training necessary
        (3) List types of doctors and nurses available in community
        (4) Emphasize team work between doctors and nurses
        (5) School nurse can help correlate health program with academic program
2. Fireman
    a. Service to community
    b. Requirements for fireman
    c. Have mock fire demonstration
3. Policeman (Local Law Enforcement Officers)
    a. Services to community
    b. Requirements for law enforcement officers
    c. Correlate police activities with Safety Patrol Program
4. Postman (Post Office)
    a. Services rendered
    b. Requirements for postman
    c. Follow sequence of letter from composition to delivery
5. Librarian (Library)
    a. Services rendered
    b. Requirements for librarian
    c. Visits to local libraries
    d. Program of student helpers in a library (school library)

(Outline of Contents Cont'd.)

6. Banker (Bank)
    - a. Services rendered
    - b. Requirements for librarian
    - c. Follow story of a check

7. Baker (Bakery)
    - a. Services rendered
    - b. Show need for bakers
    - c. Present stories on various bakery items

8. Farmer (Farm)
    - a. Services rendered
    - b. Differences in types of farming
    - c. Role of education in farming
    - d. Visit farms

V. Suggested Activities

1. Locate on a large simplified community map where each helper can be located.
2. List main community helpers and outline their job functions.
3. Discuss various uniforms of helpers and identify each.
4. Make word books with such words as immunization, etc.
5. Have a doctor and nurse visit and talk to children.
6. Have students dress up as nurses and doctors -- write a story -- dramatize it.
7. Make a bulletin board during Fire Prevention Week in October.
8. Have fire companies come to school to give demonstration.
9. Make fire hats and fire trucks.
10. Read Policeman Paul -- ask students to find out the daily duties of Police Paul.
11. Emphasize the positive aspects of the policemen's job.
12. Draw a policeman at work.
13. Make an experience chart -- "How the Policeman Helps Us."
14. Use film "I'm no Fool with Fire" have children write a story about the film or draw a picture of one thing in the film.

(Suggested Activities Cont'd.)

15. Show film "Where Our Letters Come From."

16. Visit your local post office.

17. Construct a model post office in connection with Valentines Day.

18. Chart stories about "The Postman."

19. Visit a dairy farm in your community.

20. Use action son "BINGO" We Begin, Macmillian Company.

21. Bulletin boards can include "Animals on the Farm," "Farm Animals," and "Baby Animals."

22. Make booklets about farm animals.

23. Dramatize a town without any community helpers.

CROSSWORD PUZZLE (see next page for directions)

		1 D		2 S		3 P			4 B
	5 P	6 O	7 S	8 T	9 M	10 A	11 N		12 A
13 D	14 O	15 C	16 T	17 O	18 R				19 K
	20 L			21 P					22 E
	23 I				24 N		25 L		26 R
	27 C	28 O	29 M	30 M	31 U	32 N	33 I	34 T	35 Y
	36 E				37 R		38 B		
	39 M				40 S	41 I	42 R		43 F
44 B	45 A	46 N	47 K		48 E		49 A		50 A
51 R	52 N			53 N		54 D	55 R		56 R
57 E			58 M	59 O	60 N	61 E	62 Y		63 M
64 A						65 B			66 E
67 D	68 E	69 N	70 T	71 I	72 S	73 T			74 R

DIRECTIONS FOR CROSSWORD PUZZLE

Across

5. Another name for a mailman is a _ _ _ _ _ _ _.

13. The nurse and the _ _ _ _ _ _ work together.

27. We are studying _ _ _ _ _ _ _ _ _ Helpers.

40. When we answer the man's question, we say, "Yes, _ _ _."

44. We can get our check cashed at the _ _ _ _.

51. An _ _ is a nurse.

54. _ _ is an abbreviation for doctor.

58. We think of _ _ _ _ _ when we go to the bank.

67. When I have a toothache, I must go to the _ _ _ _ _ _ _.

Down

1. We call our doctor "_ _ _."

2. At the crossroads we see a red _ _ _ _ sign.

3. An abbreviation for Pennsylvania is _ _.

4. We saw the baker at the _ _ _ _ _ _.

5. Another name for the "traffic cop" is _ _ _ _ _ _ _ _ _.

7. An abbreviation for street is _ _.

9. An abbreviation for mister is _ _.

24. The _ _ _ _ _ takes care of our cuts.

25. We can read good books at the _ _ _ _ _ _ _.

43. The man who lives on the farm is a _ _ _ _ _ _.

44. We saw them bake _ _ _ _ _ at the bakery.

53. The opposite of yes is _ _.

54. When we owe money, we have a _ _ _ _.

EVALUATION

Make a bulletin board display of buildings representing the places visited and discussed. As a review, have students attach names to the

Charades: Have a student dramatize a community helper while the other class members guess who it is.

Have children complete and discuss a model map of the community.

Game of the twenty questions.

SUGGESTED MATERIALS

Books

Anderson, Edna A. Mac, the Fire Fighter. Library ed., Dennison Co.

Barr, Jene. Policeman Paul. Whitman, 1952.

Bendick, Jeanne. The First Book of Supermarkets. Watts, 1954.

Brewster, Benjamin. The First Book of Fireman. Watts, 1951.

Brown, Margaret W. Little Farmer. Scott, 1948.

Buchheimer, Naomi. Let's Go to a Bakery. Putman.

Buchheimer, Naomi. Let's Go to a Dentist. Putman.

Buchheimer, Naomi. Let's Go to a Firehouse. Putman, 1956.

Buchheimer, Naomi. Let's Go to a Library. Putman, 1957.

Buchheimer, Naomi. Let's Go to a Post Office. Putman.

Colby, C.B. Police. Coward - McCann, 1954.

Curren, Polly. This is a Town. Follett, 1957.

Dawson, Rosemary and Richard. A Walk in the City.

Goodspeed. Let's Go to a Dairy. Putman.

Goodspeed. Let's Go to a Hospital. Putman.

Goodspeed. Let's Go to a Supermarket. Putman.

Goodspeed. Let's Go to Watch a Building Go Up. Putman 1963.

Green. What Do They Do? Policeman and Fireman. Harper and Row Publishers.

Green, Carla. Animal Doctors: What Do They Do? Harper, 1967.

Green, Carla. I Want to be a Storekeeper. Childrens Press, 1958.

Hanna, Paul R. In City, Town, and Country. Scott, 1963.

Kunhardt. Gas Station, Gus. Harper and Row.

Lattin, Anne. Peter's Policeman. Follett, 1958.

Lenski, Lois. The Little Farm. Walck, 1942.

Lenski, Lois. Policeman Small.

McGiney, Phillis. All Around Town. Lippincott, 1948.

Miner, Irene. The True Book of Policemen and Firemen. Childrens Press, 1954.

Park, Dorothea. Here Comes the Postman. Houghton Mifflin Co., 1936.

Parker, Richard. New in the Neighborhood. Meredith, 1966.

Rojankovsky, Feodor. Animals on the Farm. Knopf, 1957.

Russell, Vera. Up and Down Main Street. Melmont, 1956.

Scotin, Laura. Let's Go to a Bank. Putman, 1963.

Scotin, Laura. Let's Go to a Farm. Putman, 1963.

Scotin, Laura. Let's Go to a Police Station. Putman, 1957.

Shay, Arthur. What Happens When You Put Money in the Bank. Reilly, 1967.

Thomas, Eleanor. Your Town and Mine. Ginn and Co., 1960.

Zaffo. Big Bank of Real Fire Engines. Gosset and Dunlap.

Films - numbers as given in Shippensburg Cat. of Instructional Films

Food Store - 13 min. (Primary Level) #899.

Good Citizens - 10 min. (Primary Level) #108.

Helpers in Our Community - 11 min, (Primary Level) #307.

Let's Visit a Poultry Farm - 11 min, (Primary Level) #363.

Policeman - (Primary Level) #1153.

One Day on the Farm #421.

Uncle Jim's Dairy Farm #685.

Discovering the Library - Coronet

Helpers in the Community - Coronet

(Films Cont'd.)

I'm no Fool with Fire

Our Community

What Our Town Does For Us - Coronet

Filmstrips (SVE)

The Story of Bread -- EA 203-2

The Story of Fruits and Vegetables -- EA 203-3

The Story of Milk -- EA 203-1

1

Community Helpers ---

EB 231 -1 The Fireman
-2 The Postman
-3 The Policeman
-4 The Grocer
-5 The Baker
-6 The Dentist
-7 The Doctor
-8 The Librarian
-9 The Milkman
-10 City Helpers

EA 567-2 - Color - Let's Visit Our Friends

Fun on Wheels

-1 Johnny, The Fireman
-2 Buddy, The Little Taxi

County Community EFB

Games

Simply Cut Puzzles:

Oil Truck
Fire Engine

Judy and Playskool Puzzles (Community)

Milkman
Policeman
Farmer
Grocer
Doctor
Fireman
Dentist

School Teacher
Baker
Postman
Patrolwoman
Waitress
Nurse

Judy and Playskool Puzzles (Transportation)

Fire Engine
Delivery Truck
Car

Pictures for teaching

I PSSP - 400 (NDEA) Picture-Story Study Prints.
Community Helper Series

-48 full color "on the site", 18" x 13" photographs of community helpers at work
-on reverse side - material providing the following:

Descriptive information about subject
Things to talk about
List of correlated filmstrips
Suggestions for utilization

-Six sets of 8 pictures

# 119 - Police Department Helpers
# 120 - Fire Department Helpers
# 121 - Postal Helpers
# 122 - Dairy Helpers
# 123 - Supermarket

May be secured direct from SVE

II. Community Helpers Picture Packet. No. 2320-ST195.
Standard Publishing Co. Cincinnati, Ohio, 1966
(Ice Cream Man, TV Repairman, Policeman, Newsboy, Street Cleaner, Milkman, Fireman, Telephone Man, Mailman, Parcel Delivery, Visiting Nurse, and Librarian, -- Various Races.)

III. Community Helpers Posters:
Hayes School Publishing Co., Inc.

IV. Dennison Bulletin Board Aids
Community Helpers - 6 large prints
(Policeman, Fireman, Postman, Milkman, Nurse, and Bus Driver.)

V. Instructo Social Studies Visual Aids
# 147 - The Community
# 150 - Community Helpers
# 151 - Community Workers

VI. Teaching Picture Sets: "Community and Home Helpers"
# A890 - Beckley Cardy Co.

Records

The Following Peter Pan Records are available in 45 or 78 rpm.

The Big Red Fire Engine - #617
Old MacDonald Had a Farm - #514
Songs About Community Helpers - #635
Songs About Good Health - #632

Songs

"Bingo"
"Old MacDonald"
"Down By the Station"

Poems

"My Policeman" by Rose Fyleman
"The Policeman" by Marjorie Seymour Watts
"The Postman" Anonymous

Arbuthnot, May Hill. Time for Poetry. Scott Foresman and Company, 1961.

Ferris, Helen. Favorite Poems Old and New. Doubleday, 1957.

Visual Materials

Block Accessories: Block Play People
Community Workers (White and Negro)

Childcraft Giant Block Play People

Cloth Cover Playhouse:
Firehouse and house cloth covers to slip down over standard 30 inch Bridge Table

Community Hand Puppets: Mailman, Doctor, Nurse, Fireman, Policeman

Community Workers (White and Negro)

Flannel Cut Outs: 7L111 - Community Helpers
7L112 - Community Workers

Childcraft Equipment Company

- -

Booklet: "Uncle Jim's Dairy Farm"

Dairy Farm Panorama Kit (YAS) includes pictures and records.

Model Dairy Farm (G107) includes 40 replaceable pieces

SEE NEXT PAGE FOR ADDRESS WHERE THE ABOVE 3 ITEMS CAN BE BOUGH

(Visual Materials Cont'd.)

Address for preceding materials (3) :

National Dairy Council
111 North Canal Street
Chicago 6, Illinois

Booklet: "The Big Little Book About Teeth"
(for pupils and parents)

from: Professional Services Division
Procter and Gamble Company
Cincinnati, Ohio

Free Materials

Booklet (Color): "Story of a Loaf of Bread"

Booklet: "Trip with Baker Bill"

from: Continental Baking Company, Inc.
Home Economics Department
Post Office Box 731
Rye, New York 10580

Booklet: "Young Cooks Bake-a-Bread-Book"

from: Educational Services - Standard Brands, Inc.
P. O. Box 2695
Grand Central Station
New York, New York 10017

Booklet: "Vinny and Billy -"The Boys with a Piggy Bank"

from: Banking Education Committee
The American Bankers Association
90 Park Avenue
New York, New York 10016

THE APPLE OF OUR LIVES

Introduction

Most of the migrant children that come into Adams County are here for only a short period of time. Because of this we find it is quite difficult if not impossible to fit them into the programs in our schools. Financially it is not feasible to provide a teacher or classes for just them. But why not orient the school programs in their direction? Certainly this is the history and economic power of Adams County. The migrant family is a very important part of our community growth and it is readily available experience that should be used to our advantage. In the area of science I feel this can very easily be accomplished and here I will present a simple experimental lesson that can be used to include the migrant child and at the same time benefit the local school children.

Unit Outline

Following is a unit outline that might be used for developing a series of lessons on the apple. Science need not be the central theme but a part of the overall unit.

I. Lesson One: As an introduction to this unit have the students play a couple of games to show how apples can be used for fun.

    A. Biting an apple hanging on a string

    B. Bobbing for apples in a tub

II. Lesson Two; Interesting things to know about the apple

  A. The teacher might read a story about Johnny Appleseed and the role he played in the history of the apple.
  B. Study and learn to identify the varieties of apples found in Adams County.

III. Lesson three; How the apple can be used to keep the doctor away.

  A. Explain how eating an apple can clean the teeth and mouth.
  B. Have the students make a list of why good digestion is important and the role pectin plays.
  C. Apples provide important minerals and vitamins. Have the student do a report on vitamins and minerals.

IV. Lesson four; Study the flower that grows into an apple.

  A. The Apple Blossom and its parts.
  B. Locate the parts that grow into the seeds and fruit.

PUZZLE - PARTS OF THE DIGESTIVE SYSTEM

A B Y R A L L I X A M B U S

L A S D N A L G I R P C V U

I L L I V T Z S D T R A E B

M A B I L E Y A N E O R I L

E V W O Y L X E E R T B N I

N I V R R L A R P Y E O S N

T L T A O U B C P U I H G G

A A S P T G S N A N N Y A U

R S T Q C R O A W E S D L A

Y E U S A P R P O G I R L L

N N B U F O P H L O T A B C

C I E G H M T A L C T T L S

A T S A C T I R A Y O E A T

N S O H A A O Y W L L S D A

A E C P M O N N S G G E D F

L T U O O R K X G L I V E R

A N L S T H B C D U P E R J

D I G E S T I O N F E G H I

Draw boxes around words which are part of the digestive system. Words may be spelled from top to bottom, from bottom to top, from right to left or left to right, diagonally up or down from either corner. The word must be in a straight line.

Find the Color

This game may be played by primary children. It may be played individually or as a team. Articles needed are paper or cloth of assorted colors and pins.

The leader selects two players. One turns his back and hides his eyes while the leader pins a three-inch square of colored paper or cloth on the back of the other.

The player with the colored square on his back says, "Find the color", and the other then attempts to get behind him to see the color. If the player can call out the color of the square on the other player's back within one minute, he has won.

Players are not to touch each other; nor are the rest of the children permitted to give any hints.

Variations:

The leader pins a color on each of the two players chosen so that neither can see the color of the other. The first one to name correctly the color pinned on the other is the winner.

The class may be divided into two teams. A point is given to the team whose player names the color first. Should a player's teammates say anything which helps him to identify the color, the leader awards the point to the awarding team.

Simon Says - (I say Stoop)

This game may be played by primary children and perhaps by those of a younger age.

The teacher or child chosen to be Simon stands in the front of the room. The children stand in the aisles facing Simon.

Simon gives and executes gymnastic commands which are to be executed by the players only if prefaced by "Simon Says". The children caught executing a command act prefaced by "Simon Says" must take their seats.

These children not caught after a few minutes of play are winners. A new Simon may be chosen from the winners.

Children who have had to take their seats may continue play for the exercise and practice but are not considered in the game.

Variations:

Older children may play the game until only one child remains standing.

"I Say Stoop": The leader stoops or stands, saying with each action, "I Say Stoop!" or "I Say Stand!" Sometimes, however, he stoops when he says, "I Say Stand!: and vice versa. The children must follow his commands rather than his actions. The rest of the game is the same as above.

Encourage children to play fairly by complimenting those who do. If children persist in telling others, have them sit down. Any movement made half way or more before the player catches himself is considered a miss.

This game may be used to review parts of the body. For example, "Simon says Touch your chin"; "Simon says Touch your ankles".

Good Morning

This game may be played in the primary grades by from 10 to 60 players.

This is a very pretty sense-training game-cultivating discrimination through the sense of hearing. Little children are fond of it, and it is most interesting and surprising to note the development of perceptive power through the playing of the game.

(Good Morning Cont'd.)

One player blinds his eyes. He may do this by going to a corner of the room and facing the wall with his hand over his eyes; or a very pretty method is to have him go to the teacher with his face hidden in her lap and her hands on either side of his head, like the blinders of a horse.

The teacher then silently points to some other player in the class, who rises at once and says, "Good morning, David!" (or whatever the child's name may be.) The little guesser, if he has recognized the voice, responds with, "Good morning, Arthur!" (or other name.) If he does not guess the voice after the first greeting, the child may be required to repeat it, until the guesser has had three trials. Should he fail on the third trial, he turns around to see who the player was, and changes places with him. If he names the right player, the guesser retains his position until he fails to guess the voice of the one greeting him, one player after another being required to stand and give the greeting "Good morning!"

When pupils have become somewhat proficient in the guesser's place, the others should be required to change their seats after the guesser has blinded his eyes, so that he will not be assisted in his judgment by the direction from which the voice comes, which is very easily the case where the other players are in their accustomed seats.

Of course the greeting will be varied according to the time of day, being "Good afternoon!" or "Good evening!" as may be appropriate. Occasionally, in a school game, a pupil from another room may be called in. Should a strange voice be heard in this way, the little guesser is considered correct if he answers, "Good morning, stranger!"

FLOWER MATCH

This game may be played by children of various ages inside the schoolroom or out-of-doors.

This is one of the pretty Oriental games from Korea by Mr. Culin, and is played by the children of that country, Japan and China.

The players each gather a handful of meadow bloom - blossoms and grass indiscriminately, not selecting the contents of the bunch. All sit down in a group. The first player lays out one from his pile, say a buttercup. All of the players around the circle try to match this, that is each one who has a buttercup lays all of them in a pile with that of the first player, who appropriates the entire pile when this has gone around the circle. Then the next player lays out something which all must try to match. The one wins who has the largest number of grasses or blossoms all counted together at the end. Different sorts of grasses and leaves count in this game as well as different kinds or colors of blossoms.

KALEIDOSCOPE
(Flower Garden)

This game may be played by from 5 to 30 or more players of the primary age group of children.

This is a quiet game, and makes a pleasant and restful change from more active games. It may be correlated with geography, history, literature, and many other subjects. The players are all seated, with the exception of from four to six, who stand in a line in front of their fellows, each being given, or choosing, the name of a color -- red, violet, green, etc. The players who are seated then close their eyes, and those who represent colors change places in the line. When they are rearranged, those who are seated open their eyes, and being called upon individually, try to name the colors in their new arrangement, the game being a test of memory.

In the schoolroom, and for little children, to give more activity the colors should scatter and run around the room after being named, halting on a signal. The player who is to name them runs around the room to the different ones as they stand scattered in this way, naming each as he reaches him.

Correlation -- This game may be correlated with any acedemic subject in which familiarity with proper names is desired; as in History by using the names of generals or statesmen from a given period instead or the colors.

Geography -- The names of capital cities, states, rivers, etc.

Literature -- The names of the works of a given author; or the authors of a period; or of the characters in a book or play.

Nature study -- The names of birds, trees, flowers; or any other branch of nature study may be used.

LEAF BY LEAF

This game may be played by children or adults.

A basket of leaves is provided, no two of the leaves being alike. These may be leaves from trees, shrubs, or plants, or flowers may be used in the same way. The players are each provided with a card or slip of paper and a pencil, and are seated. One leaf is handed to the first player, who passes it on to the next, and so on until it has made the round of the group. Each player, in turn, if he can identify the leaf, writes the name of it on a card. Each leaf is thus passed.

The host or hostess then reads a correct list, naming the leaves in the order in which they were passed. The player wins who has the largest number correct.

This is an especially pleasing game for nature students.

THIS IS MY ELBOW!

This game may be played by children to seniors.

Players sit in a circle, one person in the center being IT. The latter goes up to some player in the circle, takes hold of his own nose, and says: "This is my elbow!" The person thus addressed must immediately take hold of his own elbow and say: "This is my nose!" before IT can count ten. If he does not do so before ten, or he takes hold of the wrong part of the body, or if he says the wrong part, he changes places with IT. The object is to confuse the players between the part that is touched and that which is named. For instance, touching the toe and saying: "This is my ear!" -- hair, shoulder, knee, eye, forehead, or throat, etc.

BLACKBOARD RELAY

This game may be used in the schoolroom of intermediate and junior high grades, and may be played by from 10 to 60 players. As here explained, this game is adapted to grammar (sentence construction and punctuation.) It may be made to correlate with almost any school subject, including science where words and ideas relevant to the science process may be used.

The class is seated with an equal number of pupils in each row. A piece of crayon is given to the last players in each row, all of whom at a given signal run forward and write on the blackboard at the front of the room a word suitable to begin a sentence. Upon finishing a word, each player at once returns at once to his seat, handing the crayon as he does so to the player next in front of him. This second player at once runs forward and writes one word after the first one, to which it must bear a suitable relation. In this way each player in the row adds to the sentence being written by his own row, the last player being required to write a word that shall complete the sentence, and to add punctuation marks.

The points scored are 25 for speed (the first row to finish scoring the maximum, and the others proportionately in the order of finishing), 25 for spelling, 25 for writing, and 25 for grammatical construction, capitals, and punctuation. The row wins which scores the highest number of points.

The following modes of correlation are suggested for this game:

Arithmetic -- Each relay of pupils writes and solves on the blackboard a problem dictated by the teacher just before the signal to leave their seats. The line wins which has the largest number of problems correct. Multipilcation tables may also be written, one step for each pupil.

English -- Grammar or punctuation, is explained previously; spelling, the teacher announcing the word for each relay as they leave their seats; authors, each pupil to write the name of an author belonging to a certain period or country; each pupil to write the name of some poem, play, story, essay, or book by an author whose name is given at the outset of the game; or the names of characters from a given literary work or author; or the next line or passage from a memorized selection.

Geography -- The names of mountain ranges, rivers, capital cities, boundaries, products.

(Blackboard Relay Cont'd.)

History -- The names (related to a given period if desired) of famous men -- statesmen, military men, writers, artists, muscians; of battles, discoveries, etc.

BEAST, BIRD, OR FISH

This game may be played in the schoolroom by intermediate grades.

The players stand or are seated, preferably in a circle. One player stands or sits in the center with a soft ball, made by crushing paper or knotting up a handkerchief. This is thrown at one of the players by the one in the center, who says quickly, "Beast, bird, or fish!" then repeats one of these classes and immediately counts ten, whereupon the player who has been hit by the ball must name some beast or bird or fish, according to the class last named by the thrower. This must be done before the latter has finished counting ten. For instance, the thrower will say as he throws, "Beast, bird, or fish. -- Bird!" whereupon the player hit by the handkerchief must name a bird while the thrower counts ten. This must not be a repetition of any bird previously named in the game. Should the player who is hit by the ball fail to meet the requirements, he changes places with the thrower. Should he succeed, the thrower repeats the game by hitting some other player.

This game may be played with all the players but one in their accustomed seats.

An old English form of this game substitutes the words "Fire, air, or water for "Beast, bird, or fish," the players being required to name some animal that lives in the air or water when those elements are named, but to keep silence when fire is named. In this form the game is supposed to be a survival of fire worship.

2

ZOO

This game may be played in the schoolroom by intermediates.

Each player is provided with ten strips of paper numbered conspicuously from one to ten, not arranged irregularly in a pile. The players gather around a table or sit in a circle, each one being given the name of an animal; the sport of the game will be consisting largely in choosing unusual or difficult names, such as yak, gnu, camelopard, hippopotamus, rhinoceros, Brazilian anteater, kangaroo, etc.

Each player holds his slips with the numbers turned downward. The first player turns up his upper slip so that the number is visible and lays it down in front of him. In doing this he must turn it away from himself, so that the other players see it first; the next player then does the same. Should the two slips happen to coincide in number-for instance, should the first player have turned up number three and the second player turned up number three, they must each at once call each other's names, as "Yak!" "Hippopotamus!" or whatever name was assigned to them. The one who first calls the other's name gives away his slip to the other, the object being to get rid of one's slip as fast as possible.

Should the slip turned up by the second player not correspond in number to that turned up by the first, he also lays it down in front of him; the third player then turns up his, and this is continued around the circle until a slip is turned up that corresponds in number with any that has already been turned up, when those two players must immediately call each other's names, as before explained. The player wins who first gets rid of all his slips.

For schools, a class should divide into small groups, which may be made to correlate with geography or history, by using proper names from those subjects instead of names of animals.

(Zoo Cont'd.)

For older players the game may be made very funny also by assigning to each player the name of a patent medicine instead of an animal, and playing cards may be used instead of the numbered slips.

WEATHER VANE
(Weather Bureau)

This game may be played in the schoolroom by intermediates.

This is an excellent game to familiarize the class with points of the compass.

One child chosen to be the weather man stands at the front of the room. The other players stand in the aisles.

The weather man says, "Turn to the ________South," or some other direction. The other players respond at once. Players who turn in the wrong direction are unreliable weather vanes, and must sit down. A good pause before the direction is called often catches the players off guard.

After a few minutes of play, a new weatherman is chosen to start another game.

Variation:

Weather Bureau: The child in front represents the Weather Bureau and tells the class from which direction the wind is blowing. If the wind is blowing from the South, the players must face South. If the Weather Bureau says the wind is blowing from the East, all must face East. If he should say, "Hurricane," the players turn around several times. Players facing the wrong direction must sit down. After a few minutes of play, a new Weather Bureau is chosen. For older children, halfway points may be named as Northwest, Southwest, etc.

(Weather Bureau Cont'd.)

In the game Weather Bureau, one must be careful to say, "The wind is a South wind," or "The wind is blowing from the South." Teach that the arrow of the weather vane points in the direction from which the wind is blowing; that the windsock at an airport has the large end of the sock facing the direction from which the wind is blowing. A tetrahedron at an airport also points in the direction from which the wind blows.

BARGAIN COUNTER

This game may be played by junior as well as adult groups.

Each player is provided with a paper and pencil. The following is either written on the papers in advance, or by the players from dictation, minus the underscoring. Each player is then required to find in the text the names of twenty-five textiles that may be purchased in a dry goods store, none to be mentioned twice, indicating each by underscoring. The player wins who has the largest number correct.

Dolly Varden, immaculately dressed, sat in the window ledge and heard from the church near by the mellow chords of the organ dying slowly away. Her silken hair was well drawn back from her forehead low and broad. Clothed as she was in pink and green, she made one think of the spring. She was considered musical; I considered her brilliant in every way. I was before the dresser, getting ready to go out, and taking a forkful of cole slaw now and then, or some mock duck. "I want to send a line north, Henrietta," said Dolly, bringing ham sandwiches; for she saw I felt hungry. She then wrote this letter: "I marvel, veterans, if you pause in your good work for lack of cash, merely as is represented. You should canvass for a book or paper, Caleb, some handy volume, possibly a duodecimo. Hair-splitting terms like this I do not often employ, but blessings on the head of Cadmus! Linguists must sometimes use their hands as well as their wit, weed gardens, if need be, but spare the mullein, for it seems to me like a flower. Always remember that, though the light burns dim, it yet will burn."

CODE TELEGRAM

This game may be used for juniors through adult groups.

Arrange in advance a paper for each player about the size of a telegraph blank and divided into five large columns for words, with one small column at the left for letters of the alphabet. In this left-hand column write five letters that spell a one-syllable word, such as C, H, E, S, T. At the top of each column write the generic name of some class of things with which all are familiar, such as Tree, Automobile, Magazine, Flower, City. The number of columns may vary, and also the words at the top.

	Tree	Automobile	Magazine	Flower	City
C	Catalpa	Cadillac	Century	Carnation	Chicago
H	Hemlock	Haynes	Harper's	Hibicus	Hoboken
E	Elm	Elgar	Elite	Edelweiss	Erie
S					
T					

The game consists in filling in the column with words beginning with the letters listed in the left-hand column. The diagram will show how this is done. When a time limit has expired, say of ten minutes, one person reads the names he has written. When anyone else has one of the same words, the count is naught. For each word that appears on only one paper, that player receives a score of one. The player wins who has the largest score, and may receive a prize of favor.

Variation -- This game is also played without the column headings, but instead a requirement that a sentence be written in which each word begins with one of the letters of the given word arranged in the same order - in this case, C - H - E - S - T. The results are often very laughable.

CROSS QUESTIONS

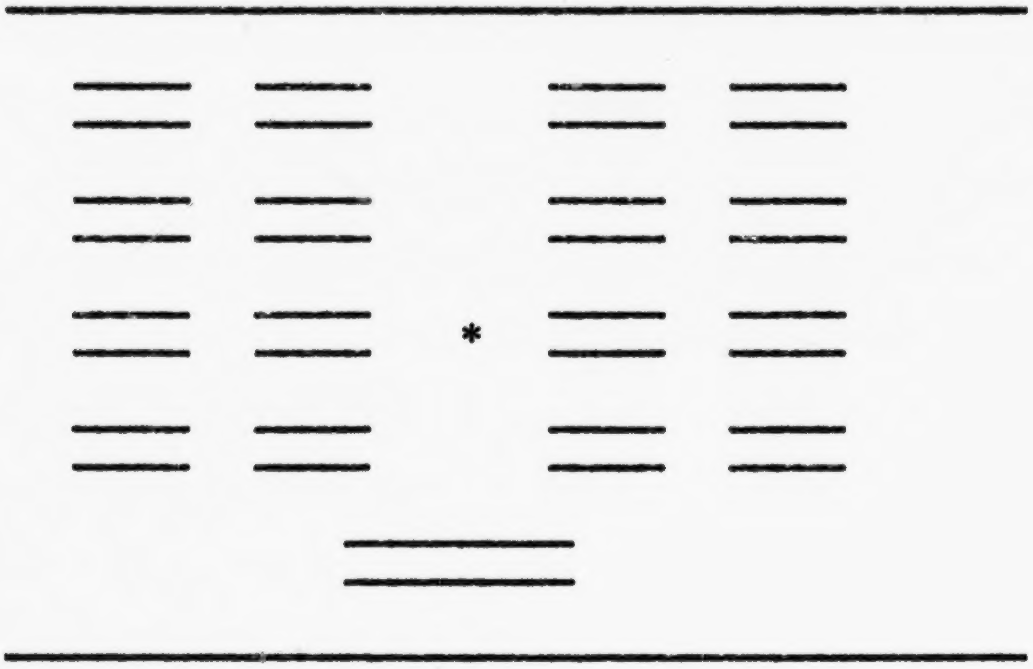
This game is used with the junior groups.

All but one of the players sit in two rows facing each other, those directly opposite each other being partners. The odd player walks around the rows behind the others, asking questions of any player facing him from the farther row. The question must be an answered, not by the player addressed, but by his partner or vis-a-vis, who sits with his back to the questioner.

Any player answering a question addressed directly to him, or failing to answer one addressed to his partner, or giving an incorrect answer to a question, changes places with the questioner, or pays a forfeit, as may have been decided on before hand.

For the schoolroom - When played in the schoolroom, the adjacent rows should form a group and face each other so as to leave free aisles between the groups in which the questioners may walk, as shown in the diagram. (Please see next page.)

(Cross Questions Cont'd.)



The game may be made to correlate with almost any subject in the school curriculum, the questioner asking, for instance, for capital cities, boundaries, mountains, etc., for geography; for dates or names of heroes in great events, for history; or even for brief problems in mental arithmetic.

STATES (Grades 3-5)

Purpose: To reinforce State identification.

Materials: An outline of each state on a plain piece of paper.

Introduction: Let's make a big circle with our chairs. I'm going to give each of you a paper on which there is an outline of a State. You will think of the name of your State. I shall choose one of you to be "It." "It" will stand in the center of the circle and call out the names of two states. Those two who have these states will try to change chairs before "It" can get one of them. The one who is left without a chair becomes "It" for the next game. If you get up with the wrong state, you will have to walk around your chair three times before you can sit down.

Variation: The children may be given state capitals, state parks, etc. to use as a basis for the game.

Correlation: The game may be used with historical, science, health, safety, music areas, literature and authors, legends, and governmental questions.

MIXED UP STATES (Grades 4-6)

Purpose: To review the names and spelling of the states; to afford interesting seatwork.

Materials: A list of the states with the letters mixed up placed on ditto sheets.

STATES:

GNI	NDA	LLI	OH
IRI	IAN	LOS	OI
VA	I	IN	
Virginia	Indiana	Illinois	Ohio
TEK	OEG	ALCO	SSSI
KUN	RNO	IFRN	MIP
YC		AI	SPII
Kentucky	Oregon	California	Mississippi
ALA	IHA	SSU	XEA
BMA	MIN	IOR	TS
A	CG	MI	
Alabama	Michigan	Missouri	Texas

(The name of the state will be left off the ditto sheet.)

Introduction: (Pass out the ditto sheets.) Boys and girls, we have a puzzle to work today. I think you will find it interesting and exciting. I have given you a sheet with groups of letters on it. Each group is the name of one of our states. You'll find some of them are easy but some of them are quite difficult. If you find that you are completely stumped, copy the letters in a line on a sheet of scrap paper and look at our United States map and you will find a state that uses all the letters that you have lined up.

Variation: To make the work easier, each group of letters might have only the first letter of the state capitalized. This may be oral work with the letter groups placed on the board. Sheets with jumbled letters of a few states may be put on the activity table for work in free time.

Correlation: Names of inventors may be used for history and science. Products and industries may be used for economics and cultural study.

LOCATE IT (Grades 4-8)

Purpose: To practice use of maps and drill in locating places in the United States.

Materials: The names of places in the United States written on 2" x 2" cards. The cards may be prepared by the class in a previous study period. Each child should be given a particular section of the United States from which to obtain the names of places. Each child may prepare ten cards. The teacher will collect the cards to use in the game. A large wall map of United States is needed and a watch with a second hand or a stop watch is desirable.

Introduction: I have a game for you to play with the cards you prepared. (Divide the group into two teams.) I will give each of you a card. Do not let anyone else see it. Each team member will take turns going to the wall map with his card and locate the place that is written on it. Start thinking about the location of your place right away. If you locate it correctly within ten seconds, your team receives a point. If you can't locate it, give the card back to me and the opposing team will have a chance to locate the place as a bonus. Each team will have this same chance. (Pass out the cards.) Look at the card. Is the first player ready? Start!

Variation: The cards may be used by individuals as practice at their seats, using the maps in text and reference books. Cards may be made for any geographical area. A team captain may draw the cards for the opposing team. Historical monuments and natural wonders may be used on the cards.

Correlation: This game may be used to locate historical events, literature settings, natural resources, or home states or countries of prominent political and governmental figures.

SPOT A COUNTRY (Grades 5-7)

Purpose: To acquaint students with the use of mpas and the location of countries.

Materials: Two world maps hanging on the wall.

Introduction: I think you'll find using these maps to play a game will be lots of fun. We'll see who can locate countries the quickest. There will be two at each map. This is the way the game is played.

Procedure: Three to five may play at a time. One player writes the name of a country on the board. The other players try to locate that country as quickly as possible. The first one to "Spot It" on the map is the winner and receives one point. The one who makes five points first wins that particular game and takes the place as blackboard writer while four other children are chosen to go to the maps.

Variation: States, lakes, rivers, major cities of the world, oceans and many other things may be located in this manner. The game may be played as a team game with two members from each team competing. The two team mates may work together to find the country.

Correlation: The map game may be used with historical places and locations of historical events. It may be used as pure map study finding latitude, time zones, etc. Tribes and types of civilizations may be located during the study of culture.

SERVICE OR GOODS? (Grades 1-3)

Purpose: To strengthen the concept of producers of goods and producers of services.

Material: A list of producers of services and goods placed on the board. The children have previously made the list, over the period of time that they have been studying workers in the neighborhood.

Example: doctor -- service
baker -- goods
dairy -- goods
farmer -- goods
barber -- service
dry cleaner -- service

Introduction: Let's count off by fours to make four teams. Teams get together so we can play a game.

We have a list of producers on the board. I will point to a producer and you will take turns telling whether this producer deals in goods or services. Just call out "goods" or "services" as quickly as you can. Each team receives one point for each correct answer. The game will last ten minutes. The winner is the team with the most points.

Variation: Children may write the names of the producers under the heading, "Goods or Services." This may be used as seat work.

Correlation: This type of activity may be used in the study of parts of speech, the identification of arithmetic processes, long or short vowels, identification of flowers or trees, or any study in which a selection of type or process is possible.

PRODUCTS (Grades 1-4)

Purpose: To learn the uses of products grown in our country.

Materials: Pictures, drawings, or the actual product under discussion to place on the bulletin board. Printed names may be used in place of the pictures for readers.

Introduction: What are some of the products that are grown in our country? (List the children's answers on the board and then show pictures or actual products to the children. Have the children identify each and then place them on a prepared bulletin board. Products may be wheat, corn, tobacco, cotton, flax, pictures of cows, sheep, chickens, etc.)

Variation: This can be seat work with ditto sheets containing pictures of products and the children may draw the uses or they may also be placed on the sheet and lines drawn from the product to the use we make of them.

A contest or game may be played using this activity. The teams would receive a point for each correct placement.

Correlation: Inventions and the inventors may be used. Products and the place where they are produced may be an activity in geography. Problems and the answers may be used in the learning corner. Dates and the historical events are easily used in this manner.

If words are used, this bulletin board becomes an interesting drill on word recognition. The words may be used for spelling. The growing of products may be a science project.

WHAT'S MY LINE (Grades 2-6)

Purpose: To acquaint children with important persons in our present world affairs.

Materials: Pictures of important people in todays news found in the newspapers.

Introduction: Have you seen the panel show "What's My Line?" Can anyone tell us how the game is played? (Allow discussion and fill in the rules that the students fail to mention.)

I have pictures of people who are famous in world affairs today. I shall hold them up and allow you to ask one question that I can answer with yes or no. When you think you know the person, you may tell us the name when it is your turn.

Variations: Pictures may be put on a bulletin board and strips of paper placed near them. When a child thinks he knows the job of the person in the picture, he may write it on the strip of paper and place it under the picture. The teacher will check often and remove incorrect strips. Older children may find their own pictures and conduct the panel game taking turns being the moderator.

Correlation: Pictures of places and historical events may be used. Science pictures showing work of machines, work of the sun, etc. may be used in this manner. The children will write the scientific concept the pictures show. Explorers and what they accomplished may be used. The teacher will be able to find correlation in much of the school curriculum.

THE CITY (Grades 2-4)

Purpose: Motivation for study of the city as a joint working and sharing project; to promote awareness of physical make-up of the city.

Materials: Drawing paper, crayons, and patterns of geometric forms: circle, square, rectangle, triangle and half circle.

Introduction: The city is made up of many buildings. Think of the downtown district. How are the buildings different from those in a residential area? How do they differ from the farm? (Allow time for discussion.)

Here are some geometric patterns for you to use to form the downtown district of our city. All the buildings can be made by using these patterns. You may have to use the same pattern many times. You may have to try different combinations of the patterns before you are satisfied with the buildings you are making. Remember some of the buildings are much taller than others and have different kinds of roofs. Very few of them have a roof like a house roof.

(Give out the patterns and the paper.)

Variation: A farm or residential section may be drawn in the same manner.

Correlation: This may be an arithmetic project during the work on geometric figures. The buildings correlate with our culture and economics. This may be a part of the art program.

THIS CHART CONTAINS THE NAMES OF ALL THE FIFTY STATES. HORISONTAL, VERTICAL, AND MAYBE BACKWARDS, INTERSECTING OR DIAGONAL. DRAW A LINE AROUND THE NAME WHEN YOU FIND IT. (Maine is listed two times.)

S T T E S U H C A S S A M T R S M Z A O R U

R E T S K C I K P L B V R S Y A V E M A A W

A N O Z I R A I N I G R I V T S E W I D N Y

A I N R O F I L A C U A Z X Y S R G N I A K

N O T G N I H S A W M N A B S T M E N R I C

S O U T H D A K O T A N E E J O O O E O S U

M A R Y L A N D L M I H N W O N N R S L I T

O P U T A H R S T L N N U E J V T G O F U N

A K A X H O A W O I E Y Z A V E R I T S O E

K R L S B C D R E T F C I J K A R A A X L K

S O A A I N A V L Y S N N E P M D S N O P E

A Y S X H C S R N A G I H C I M N A E T U R

R W K E H O W Y O M I N G V S A X Y S Y A H

B E A T C E M F H L G H T I K L I K I E O O

E N U K L M N A I M I H E R C A R T N H D D

N O R T H D A K O T A N A G L B N I D U A E

S R I R U O S S I M I T A I S A A S I N R I

N E W H A M P S H I R E B N O M A R A E O S

X O I P P I S S I S S I M I V A V W N S L L

Y O C I X E M W E N D E L A W A R E A Z O A

S N I S N O C S I W R T S A N A T N O M C N

A T U C I T C E N N O C S I O N I L L I X D

GEOGRAPHY RELAY

No. of players: optional

type of game: semiactive geography relay

area: classroom

age: 10 years through 12

Equipment: Blackboard and chalk

The rows constitute the teams. The teacher writes a different letter of the alphabet on the blackboard in front of each team. Under the letter she writes the following list:

State
Capital
Bordered by:
  N
  S
  E
  W
Important industries:
  a.
  b.
  c.

Nickname
Lakes
Mountains
Parks
When admitted to the Union
Famous moments
Principal river
Principal products:
  a.
  b.
  c.

At the signal to begin, the first player (captain) of each row goes to the board and writes the name of a state beginning with the letter assigned to his team. The captain must not leave his seat until he knows what he is going to write. He may have help from members of his team who may whisper the answer to him if he is uncertain. In other words, he cannot go to the board and have members of his team yell suggestions to him.

As the first player leaves his seat, the row of players moves forward one seat leaving the rear seat vacant for the player at the blackboard. As soon as the captain finishes at the board, he goes back to his team and touches off the second player, who should have in mind what he is going to write. The game continues until the team has completed answering all the questions on the board, even though it means some players must go to the board twice in order to complete the answers.

Since there are many answers and chances for error, the first team finished receives 5 points plus a point for each correct answer. Thus the team finished first is not the winner unless it also has the most points.

Variation #1: Instead of states, the teacher may use countries for classifications, using the suggested questions below:

Country
Capital
Bordered by
Principal language spoken (if more than one, ask for a list)
Principal industries
Principal products
Form of Government
Present head of government

Variation #2: As a history game, each team may be asked to answer questions about important historical events. Each row may be given a date with questions such as these:

Term given to important event (as Revolutionary War, and Louisiana Purchase)
Important persons associated with the event
Results of the event

Variation #3: The classification may be important persons, with the questions asked being:

Place of birth
Occupation
Special achievements

If authors or composers, ask for the list of their important literary or musical achievements; if artists, as for names of pictures, pieces of sculpture, etc.; if individuals in public life, ask for important events with which they were associated.

THIS IS WHAT MY DADDY DOES

To children just beginning to be aware of the world of work outside their home, daddy's business or job is a source of curiosity. This game gives an opportunity for each child to share the information he has acquired about his own parent's work - or to acquire that information if he has not already done so.

The leader or a volunteer starts this way:

"This is what my father (or mother or uncle) does! Name it
if you can."

Then the leader acts out an occupation. For example: he turns to ask a question, pushes down a meter flag, drives a car, helps a passenger out, accepts money, gives change.

The other guess and the one who comes up first with "taxicab driver" acts out the next job.

Often, this game serves as a stimulus to learn more about what's involved in a particular trade or profession. Even the child who knows his parent is a salesman or a lawyer or an engineer may not know what he does.

WHERE AM I?

A deceptively simple game, Where Am I? is a challenging geography lesson for the ten-year-old.

One player imagines he is in a specific place. The others try to discover where by asking only questions which can be answered by "yes" and "no". With a little guidance the players learn to go from the general questions to the more specific.

Are you in the Northern Hemisphere?
Are you on the North American continent?
Are you in the United States?
Are you on the Eastern seaboard?

Are you in one of the Mid-Atlantic states?
Are you in New York State?
Are you in a city?
Are you in the capital?

The player who guesses chooses the next place.

To make the game easier for the younger player, a hint is given such as: "I'm in the eastern part of the United States."

HEADLINE

Headline makes a copy editor of your nine or ten-year-olds to make sure that he really understands a news story. The game can be played by one or many.

Clip suitable stories from daily newspapers, weekly news magazines, and from special children's bulletins. Mask the headlines with removable tape, or snip them off and store them separately.

A story is passed to each of the players to read or, if the group is large, it is read aloud by the leader. Then each player composes a head or short title that he considers suitable for the story. These are read aloud, after which the actual headline is consulted.

SOCIAL STUDIES BASEBALL

Social studies baseball actually adds a little physical activity and makes more palatable the who, where, what, and the when of geography, history and current events.

Divide the group into two equal teams. You need not worry about having exactly nine players on each; the game plays as effectively with teams of five or nineteen. Team captains should choose for first chance at bat, and assign a batting order.

(Social Studies Baseball Cont'd.)

The four corners of the room serve as the three bases and home plate. The team at bat sits or stands lined up near the batter's box. The other team sits on the other side of the room.

The first child in the batting order stands at home plate and is fired a question by the leader. If he answers the question correctly, he goes on to first base. No stealing is permitted. When three of his teammates have made hits by answering questions, the first player comes into score. Any player who fails to answer correctly is out. After three outs the team retires for the inning, and the other team takes its place at the plate.

The number of innings will depend on the time allotted, but it is best to plan on at least three innings for a team of nine, and six innings for a team of 18.

Questions should be the short-answer variety, such as these examples:

Who invented the telephone?
Where do we get wool?
Where was the first capital of the United States?
Who is Vice-President now?
Who is the Governor of this state?
What is the name of our Mayor?
After whom was this continent named?
What holiday falls on October 12th?
Columbus sailed for what country?
What is cotton?
Who supplies leather for our shoes?

WORD EXPRESS - Grade 1 - Language

Make a construction-paper freight train and fasten it to the bulletin board. Each car is called by a letter, such as B car, and in it are put small cards with words having that initial sound. As a new initial sound is learned, another car may be added to carry words with that sound. The coal car carries "vowel words" such as in, it, a, are. The caboose has the "trouble words"--this, that, where. The children have fun finding new words for the different sounding cars.

PUT WORDS TOGETHER - Grade 3 - Spelling

From time to time have children make cutout letters of the alphabet with several small letters and several capitals of each. Put all the letters in a box. When someone has free time, he may go to the table, take out the letters, and form various words. The words may be dictated by the teacher, they may be his name and address, foods he likes, games he likes to play, the names of his friends, and so on. The possibilities are endless and the teacher can check then at a glance.

BASEBALL - Grade 6 - Spelling

Players are pitcher, catcher, and batters. Pitcher tosses a word to a batter. If he spells it correctly, he goes to first base and next batter comes up. If he misses, the catcher spells the word. If correct, the word is a caught pop fly. Batter then becomes the pitcher, pitcher the catcher, and catcher a batter.

If the catcher misses the word, the batter is given a ball (another turn). With two balls, he goes to first base. Batters move from base to base only when other batters force them on. The child with the most runs wins.

LEARNING TO LISTEN - Grade 1 - Language

Provide opportunities for practice in learning to listen. Now and then play a game where children follow oral directions. Gather a group of four or five around you. Each must listen as you give a direction and then point to someone to carry it out. A typical direction might be, "Go to the bookshelf, find a red book, give it to Jane, and sit down."

CROSSWORD PUZZLES - Grade 5 - Spelling

Make crossword puzzles to review word meanings and spellings. Children can develop their own, based on a weekly list of spelling words. When a child has completed a puzzle and the teacher has checked it, he puts it on the chalkboard for others or work. Everyone goes in turn, each doing a word until the puzzle is finished. As the child at the board prints the word in the puzzle, the rest of the class spells it aloud.

MATCHING SOUNDS - Grade 1 - Language

Make sets of four cards, containing pictures of objects that begin with the same sound, *boy*, *box*, *balloon*, *baby*, for example. To play, mix all cards, then sort, stacking together the four that start with the same sound. Or, divide cards among players and have them trade back and forth until all the cards and sounds have been matched.

LET'S SPELL - Grades 1-4 - Spelling

Write twelve or fifteen words on the chalkboard. One child is "it". He chooses a word, and whispers it to the teacher. The others must guess it. "It" calls on someone, who says, "Is the word *cat*, *c*-*a*-*t*?" If correct, "it" answers, "Yes, the word is *cat*, *c*-*a*-*t*, and the child who guesses becomes "it." If incorrect, "it" answers, "No, the word is not cat, c-a-t, and checks it to show it has been named. Continue until someone guesses the word. In guessing, each child must both pronounce and spell the word, and in return "it" must pronounce and spell each word guessed.

FEED THE ELEPHANT - Grade 2 - Reading

Draw and cut an elephant, side view, from cardboard or masonite. Paint one side. On the back attach a small toy horn. Make flash cards for reading drill in the shape of peanuts. As the peanuts are held up, children take turns saying the words. If a child knows a word, he feeds the elephant. If he misses, the elephant "trumpets" (horn blows), and does not get the "peanut."

FISHING - Grades 1 and 2 - Reading

For vocabulary drill, words are written on small cards and a paper clip fastened on each. They are then scattered in a "fishpond." Children make their own fish pole and line from a ruler, string, and small magnet tied on the end. As a child dips his magnet into the pile of cards a paper clip clings to it. He pulls up a card and reads the word on it. If correct, he may keep the card; if not, he must return it to the pond. The one with the most cards when all are used is the winner.

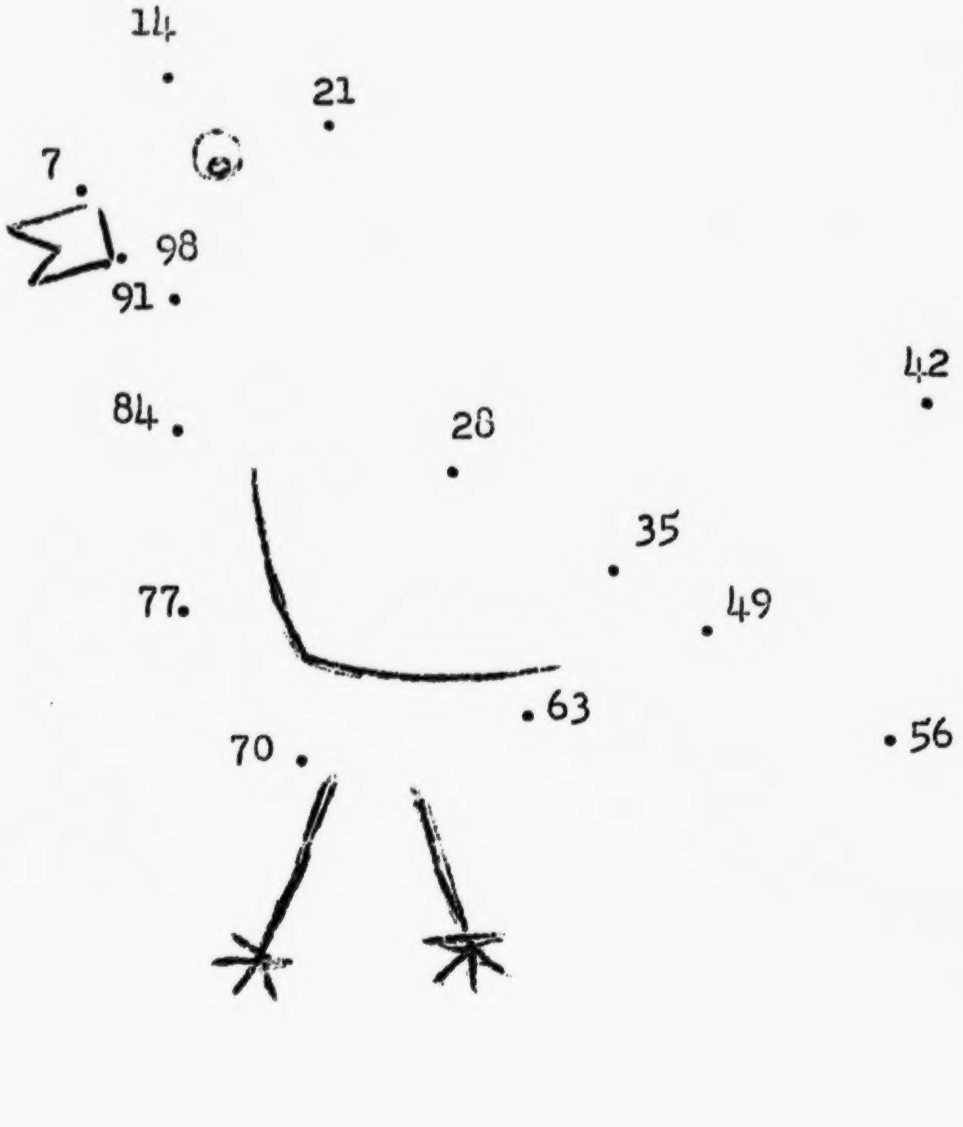
"I'm Taking A Trip" - Grades 1 and 2 - Reading

Engineer begins by saying "I'm going to Washington and I'm taking along a "dress." Everyone must then in turn say I'm going to Washington and taking along something which begins with a "d", or whatever letter the word began with which the engineer said he was taking along on his trip.

SEVEN SEQUENCE

This game involves counting by sevens or other groups for the purpose of understanding numbers and the number family system.

Draw a simple picture on the board and then, in sequence, number points around the outline so that when the picture is erased pupils may take turns connecting the numbers to recreate the original drawing.



A CODED LETTER

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

First Word	Second Word
8+5=	10-7=
7-2=	4+4=
16+2=	10+8=
25-7=	13-4=
30-5=	15+4
	35-15
	10+3=
	5-4=
	17+2=

For an older group the problems may be as follow:

First Word

6+7+1÷2=

10+10-5=

7+9-1=

7+9÷4=

8+6÷7=

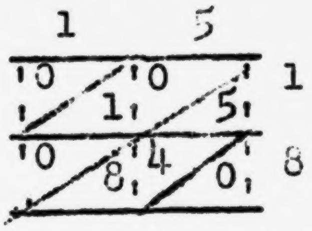
3+2x5=

4+3x5÷7=

LATTICE MULTIPLICATION

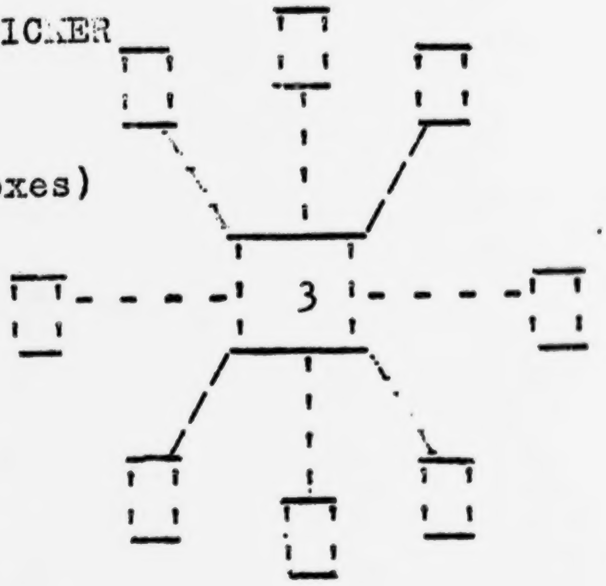
Look at the following example. Place the products within the proper bisected rectangles. Add diagonally for the sum.

15 x 18



8 ARMED FRUIT PICKER

Put the numerals from 1 to 8 only once in the outside hands (boxes) to make each line of numbers total 12.



FIND THE MYSTERY NUMBER

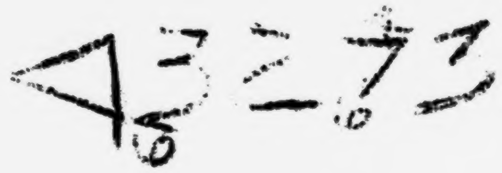
Use each number only once. Cross out the number when it is used.

1. Two numbers whose sum is 3
2. Two numbers whose sum is 8
3. Two numbers whose sum is 12
4. Two numbers whose sum is 15
5. What is the mystery number?

1	2	3
4	5	6
7	8	9

FISH WEIGHT

Guess how many pounds this fish weighs. Then add the single numbers to see if you guessed correctly.



MAKING A TREE

Draw the trunk of a tree on the chalkboard, with the number 10 on it. The pupils draw limbs as they give the answers to addition and subtraction combinations named by the teacher. For example, the teacher says, "six plus what equals ten?" The first child to say "four" draws the limb and writes "6+4" on it. Any suitable number may be written on the trunk, as practice is needed.

SIMON SAYS

Each pupil is given a card with a number on it, except one pupil who plays the role of Simon. All players put elbows on desks, hands in air and "thumbs up." The leader says, "Simon says twelve." Pupils whose cards are numbered 2, 3, 4, and 6 must put their thumbs down, since these are the numbers which divide 12 without a remainder. If "Simon says" nine, only those pupils whose numbers are 3 would put thumbs down. One point is scored for a correct answer, one point lost for an incorrect one. Number cards should be exchanged frequently.

THE SAME SUM NUMBER

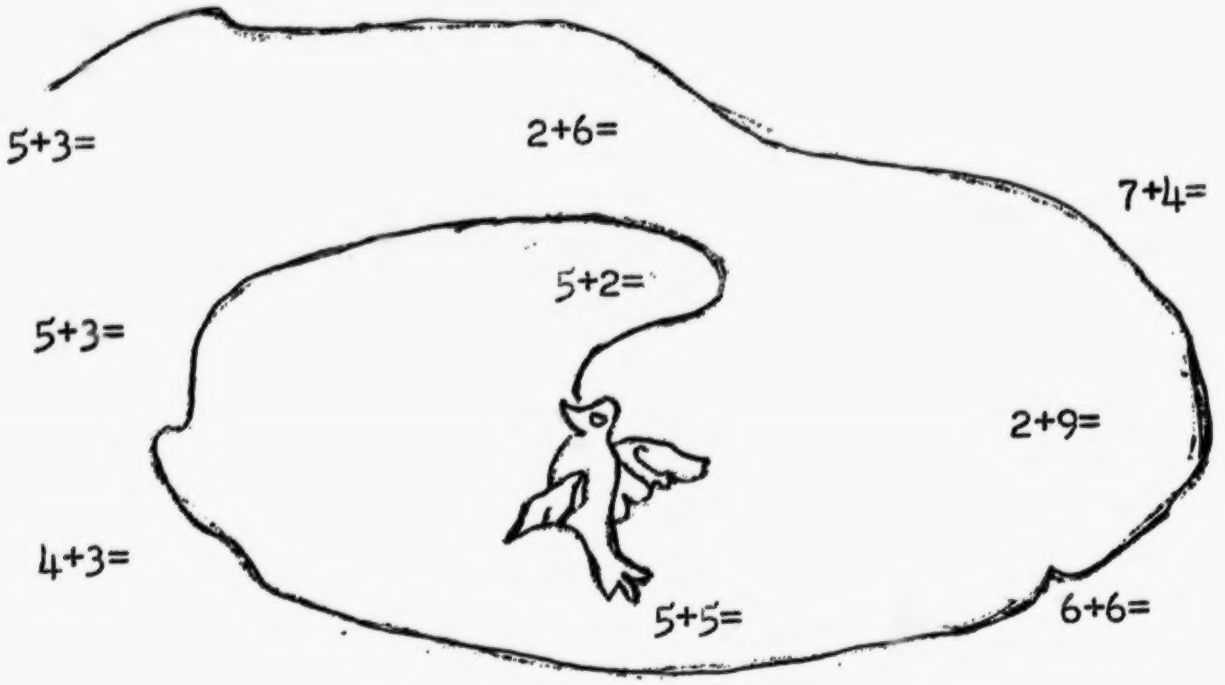
Find one number that will fit in the corners of the puzzle so that each side will add up to a total of 21. Use the same number in all four corners.

	5	4	
8			2
1			7
	9	0	

GAMES WITH MATHEMATICS

THE BIRD GAME

Take a ride with the bird as it loops through the air by writing the answer to each addition example.



POSTMAN

Use two sets of number cards. One player is chosen to be the postman and is given one set of number cards. The other set is placed on "houses" (desks) of other players. The postman must match his cards with those on the "houses." When he misses the person who lives in the house becomes the next postman.

CLIMB THE LADDER

The teacher draws a ladder on the chalkboard with a combination for each rung. Pupils climb the ladder by giving the correct answer. If a pupil makes a mistake, he falls one rung, two rungs, or more, depending on the difficulty of the combination.

GUESS! GUESS!

The child is sent out of the room. The class chooses a card, for example "large." The child returns when called and tries to guess the word selected, pointing to each word and saying, "Is it the card that says "little?" No, it is not little. The child continues to point to and name words until he says the correct one. The other boys and girls then clap their hands. Another child is sent out and the game continues.

CAT AND MOUSE RACE

This game is recommended for word drill. Sentences containing words to be emphasized are placed on the blackboard. Two children are chosen to find words as they are called. Both are provided with rulers, or pointers. One child is the "Cat," and the other is the "Rat." Each tries to find the word first. The one finding the most words first is the winner, and gets a chance to chase the loser around the room. Both enjoy the game so much, the loser is not discouraged.

SPELLING PARTNERS

This is an adaptation of a well-known TV program. Couples compete and must decide on a correct spelling during a time limit. (A watch with a second hand is needed.) Winners compete with the next couple. A couple who spells down another may be challenged by any two in the room, or another couple. Sometimes it is wise to combine a good and a poor speller in each team.

WORD BINGO

Each child makes his own bingo board. In each square he places the first letter of the words in the spelling lesson. He puts these letters as he wishes and tries to make his card different from others. As the words are called, he spells each in the space where the initial letter may be found. The words are called at random. The child who first has five in a row shouts "Bingo" and thus wins. Others continue to play until all have a Bingo.

INTERMEDIATE READING GAMES

GOSSIP

Without leaving their seats, the players rapidly pass a message from one to the other. The teacher may start the message by whispering to a player or she may ask one of the players to begin. The first player whispers the message to his neighbor and he in turn passes it on. Thus the message passes rapidly down one row and up another, or around a circle. The last player tells the group what he thinks he heard. The first player repeats the original message usually to the amusement of all. Then play is resumer with a new message.

ALPHABET JUMBLE

Two sets of the alphabet are placed in a long chalk tray. Two children compete to see which one can be first to arrange one set in correct alphabetical order.

GAMES for INTERMEDIATE GRADES

THE MAIDEN AND THE DRAGON

At one chalkboard area a "maiden" is drawn, tied to a rock by five ropes. On the other side a dragon is drawn facing five waves. (Flannelboard figures make this easier.) One group represents the maiden, the other the dragon. The game proceeds in the manner of a traditional spelldown. Each time a member of the team of the maiden misspells a wordone of the waves is erased. The waves are protecting the maiden from the dragon. Each time a member of the dragon team misspells a word one of the ropes is erased. When the five waves are gone the dragon will be released to devour the maiden. But if the five ropes are cut the maiden is freed and the dragon dies. Suspense develops although no player leaves the game.

SMOKED BACON

Make two or more sets of cardboard letters with the letters of smoked bacon. Teams face each other with each child holding one letter. Teacher calls out a word which positions gets a point. These letters form at least a hundred words.

This can be a chalkboard game. Write smoked bacon on the board. Let each team write a word in turn. The winner is one who writes the longest list of words in a certain time limit. As a flannelboard game, this may be a group or individual activity.

(Balloons cont'd.)

Second child: "I will buy a balloon."

First child: "What color would you like?"

Second child: "I would like a _______________ balloon."

(Continue game until all balloons have been chosen.) After all balloons have been chosen, ask for them to be returned by colors, using only the lips to form the words without a voice. Do not exaggerate lip movements when forming the words.

1. Should a child be expected to read a word containing a sound that is not present in his speech?
2. Should a child be expected to read a word containing a sound that he cannot or does not hear?
3. What games would you suggest that a child play at home who has not mastered the major speech sounds?
4. Why are you no longer aware of the difference between such sounds as th in this and throw?
5. How might singing games help in the development of a child's speech?

ENDLESS CHAIN

A player starts this game by spelling any word he chooses. The next player spells a word that begins with the last letter of the word spelled by the first player. The game continues in this way with each player spelling a word which begins with the final letter of the word last spelled. This game may be played as a relay race with two groups competing at the chalkboard, or it may be used as a timed exercise in which each child writes as many words (makes as long a chain) as possible in a given length of time.

GAMES for PRIMARY GRADES
(Spelling)

TREASURE CHEST

Place several small objects in an attractive box. The names of these objects contain specific sounds. For the development of the sound K the chest might contain a car, comb, kite, cane. Children take objects from the chest and say their names correctly.

LIP READING GAME

Teacher: "I am going to say names of children in the class but I am not going to use my voice. Watch my lips for your name. Stand when your name is on my lips.

I HAVE SOMETHING IN MY SACK

In a large box put many small paper bags in each of which is a small toy.

The names of the toys may contain specific sounds for improvement. A child chooses a sack from the box, peeks in, and discovers his toy. He then describes the toy without naming it. The child who guesses correctly then chooses a sack from the box and the game continues.

BALLOONS
(especially good when working on "L")

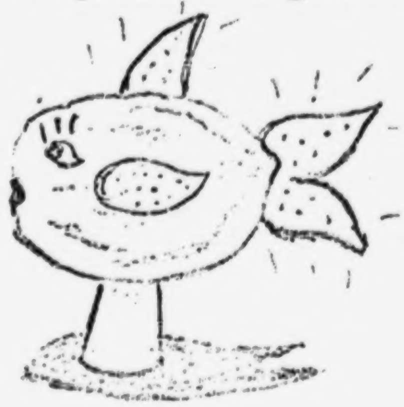
Make colored paper balloons about six inches in diameter with a string fastened to each one.

First child: "I am the balloon man. Balloons! Balloons for sale! Who will buy my balloons?"

Art Activities

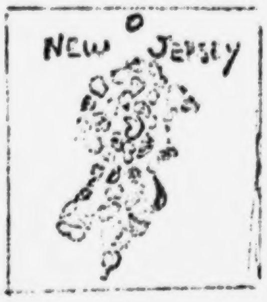
WALNUT FISH

Made from walnut shells, these fish make cunning little novelties for what-not shelves, and can be used as party favors, too. You need two walnut shell halves for each fish. Cut fins from paper and glue to one of the half shells. Next, glue the other half shell in place and add the small side fins. Coat fins with glue and sprinkle on glitter. Draw on facial features; add plastic cap stand.



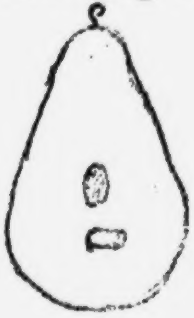
PEBBLE MAP PLAQUE

Everyone loves to collect small pebbles and chips of stone, and here is a wonderful way to display this collection. On a piece of plywood, trace the outline of a state. Next completely cover this area by gluing on small pebbles. A coat of varnish makes a fine finish. If you use bits of stone native to your home state, you will have a real souvenir item.



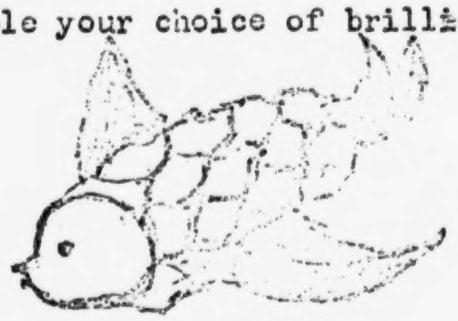
GOURD BIRD HOUSE.

Dry gourd then rub off the outer skin with a pot cleaner so paint will not flake off. Cut hole at front and clean out as well as possible. Insert dowel for perch. Shellac and hang from screw eye inserted at top.



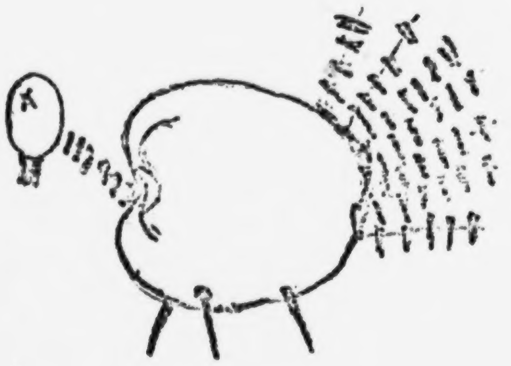
PINE CONE BIRDS

Delight any mother with a set of these colorful, saucy birds to perch among her house plants. Choose small, plump cones and twist a piece of wire about 8" long around the scales at the stem end. For the head make a soft, pliable dough of equal parts of flour and salt. Press a small ball against the stem end, pinch to shape the beak and flatten the top slightly. Make small indentations for eyes. Cut wings and tail from heavy paper or lightweight cardboard. Glue into position between scales and add tiny black beads for eyes. Paint to resemble your choice of brilliant songbirds.



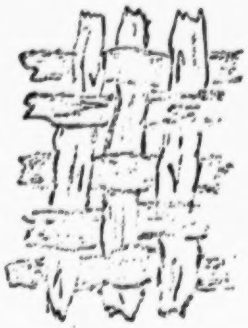
APPLE TURKEYS

For timely and appropriate Thanksgiving party favors, try these apple and raisin turkeys. For the tail feathers and neck, push raisins onto toothpicks, then insert into the apple with the smaller end of the apple for the front of the body. Add a stuffed olive for the head, pulling out a little of the pimento stuffing for the wattle. Clove eyes and three toothpick legs complete the turkey.



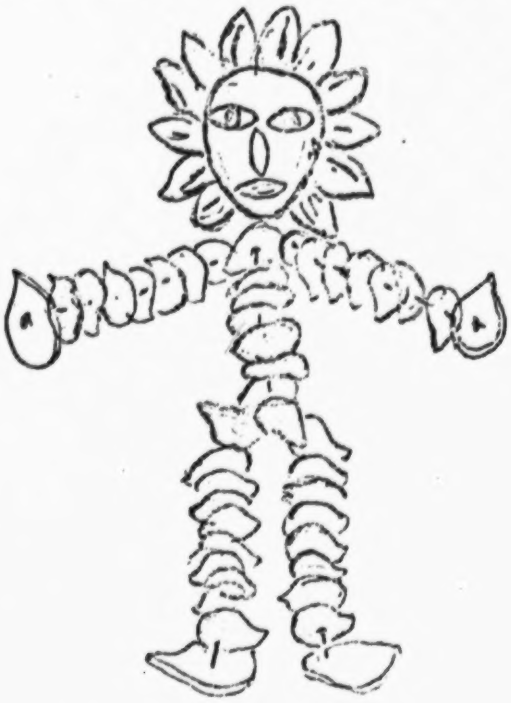
CORN HUSKS MATS

Gather the husks when green or after frost-killing. Just before using, dip the dried husks in water for about 15 minutes. Drain and use when damp and pliable. When dry, finished articles may be painted or dyed with fabric dyes. Woven mats are easy to make by placing the ends of a row of husks, cut to desired size, under a weight to hold in place. Weave the cross strips and press mat flat until dry. Push weaving together and sew around edges, or glue to paper backing.



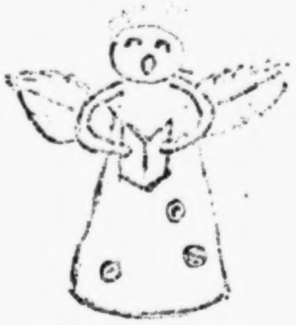
FRUIT SEED DOLL

For an amusing novelty doll, string seeds on thread or stovepipe wire. Punch seeds first with a needle and then string them. Make a 3" string of watermelon or sunflower seeds for the legs and a 2½" string for the arms, beginning and ending with pubpkin seeds for the hands and feet. Tie another piece of wire at the center of the leg string, add about 1" of seeds for the body and tie to the center of the arm string. Continue adding seeds above neck for about 3", double back the end and fasten at the neck to form a loop for the head. Glue an apricot pit over this seed loop, add a sunflower seed mouth and cantaloupe seed eyes and nose.



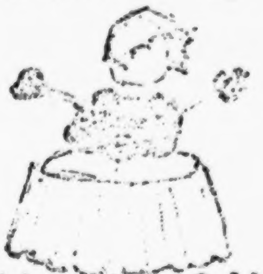
ANGEL FEATHER FANCIES

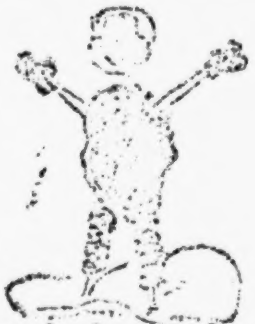
Snip the tip from a cone-shaped paper cup. With wire, attach a large bead or ball to the cone for the head. Tape feathers to the back of the cone for wings. Glue yellow "down" to the head for hair and draw features. Add sequins or glitter decoration and the pipe cleaner arms to hold the songbook.



DRIED FRUIT FAVORS

LADY: Our Lady Fair has an apricot head joined to a prune body with a piece of toothpick. Another toothpick is used to attach the body to an inverted baking cup for skirt. Her arms are made of toothpicks, her hands are raisins, and her hat is cup from a baking cup ruffle.

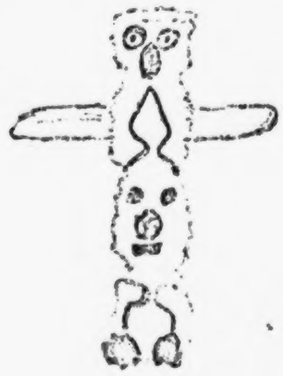




GENTLEMAN: This natty fellow has an apricot head, prune body, and legs made of raisins pushed onto toothpicks. Toothpick arms, raisin hands and pear base are added.

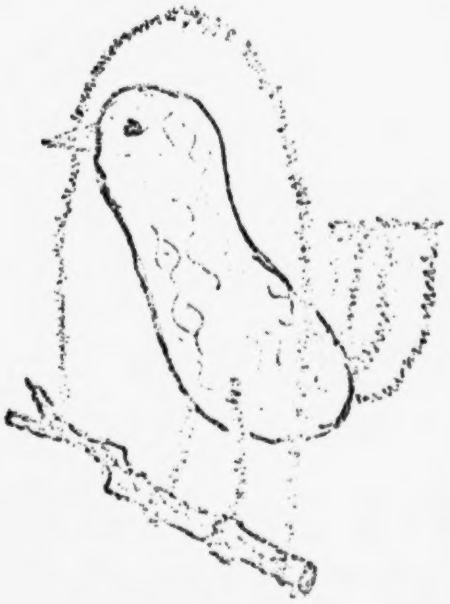
CORN COB TOTEM POLES

Carve the cobs to form a series of knobs. Add features of small pieces of cob, thumb tacks, toothpicks, buttons, bottle caps and so on. Decorate with paint and finish with shellac.



PEANUT BIRD

To make this pretty little bird you will need 1 peanut, a small branch and 2 pipe cleaners. Make a hole through large end of peanut and push pipe cleaner through hole. Wind ends around branch as though bird were perched on it. Make a small slit at other end of peanut for beak and color with orange crayon or paint. Make black eyes with paint or tiny beads. Cut 2 long feathers from colored crepe paper and fringe along edges. Glue to tail of bird. Bend ends of second pipe cleaner over ends of branch to form an arch. Tie ribbon at center so bird can be hung up.



Suggested Equipment for Child Development Centers

I. Outdoor equipment

- A. Large muscle activities
  - 1. Important
    - Large wooden crates
    - Ladders with cleats (for safety)
    - Large planks with cleats
    - Push toys such as wheelbarrows
    - Tricycles
    - Metal wagons
    - Large balls, bean bags
    - Punching bag (a pillowcase stuffed with rags)
    - Sawhorses (several pair--some larger than others)
  - 2. Supplementary
    - Jungle gym
    - Sliding board
    - Nail kegs--other things to crawl through
    - Swings
    - Rocking boats
    - Large cars, trains, other toys to actually sit and ride o
- B. Equipment for sand play (if sand is available)
  - 1. Important
    - One large sandbox (several smaller ones will do as well)
    - Small sturdy shovels (not pointed at the end)
    - Large containers (pots and pans, old cans, buckets)
    - Large buckets
    - Large spoons (wooden kitchen spoons, large metal spoons)
    - Several cars, trucks, boats, construction equipment (bulldozers, cranes, diggers)
    - Other kitchen utensils (mashers, strainers, jelly molds, sifters)
  - 2. Supplementary
    - Large tub
    - Source of water (hose, bucket, tub, sprinkling cans)
- C. Equipment for water play
  - 1. Important
    - Hose
    - Buckets or several shallow pans 20-24" in diameter
    - Variety of containers (old plastic bleach jugs, detergent bottles, deodorant squeeze bottles)
    - Variety of cleaning equipment (sponges, rags, brushes)
    - Variety of things which float
    - Sieves and funnels
    - Soap flakes
  - 2. Supplementary
    - Brushes for painting (paint equipment with water)
    - Egg beaters (for use with soap flakes and water)
    - Doll dishes to wash
    - Paper cups and straws (for blowing bubbles with soap flakes and water)

D. Equipment for Carpentry (requires lots of supervision)
   Important
   Scraps of soft wood (obtained from cabinet shop, lumber yard or hardware store selling wood)
   Real hammers
   Large headed nails (roofing nails)
   Storage box
   Small vises and clamps
   12" - 14" real saws
   Some type of workbench (cut down table, plank on sawhorse)

II. Indoor equipment

A. Large muscle activities
   1. Important
      Climbing equipment (large crates, planks, sawhorses)
      Punching bag

   2. Supplementary
      Rocking boat
      Two child rockers

B. Equipment for block building
   Important
   Large collection of unit blocks (cut into multiple units 4", 8", 16")
   Place for block storage
   Large hollow or cardboard (blockbuster) blocks
   Small cars, trucks, trains, airplanes (stimulate dramatic play)
   Large, quiet space for building (not in traffic path)

C. Equipment for doll play
   1. Important
      Several rubber or soft plastic dolls (ones which can be fully immersed in water)
      Doll beds, blankets, sheets, pillows, and simple clothes
      Kitchen equipment--stove, sink, table and chairs, refrigerator, cupboards, chest
      Doll dishes and pots and pans (preferably metal)
      Washtub, soap flakes, clothesline and clothespins
      Telephone (at least two)
      Material for doctor play (stethoscope, nurses hats, gauze
      Dress-up clothes (skirts, men's shirts, ties, purses, heels, men's shoes, gloves--donated from homes)
         Hats are not recommended.
      Several mirrors

   2. Supplementary
      Empty containers, paper sacks, cash register for store pl
      Child size beds
      Doll carriages
      Ironing board and irons
      Large quiet space to play in
      Blankets to make tents
      Shaving equipment (Minus razor blades) razors, shaving cream, shaving soap, brush

D. Equipment for quiet activities
  1. Important
    - Hand puppets (can be homemade)
    - Books recommended for 3-6 year old children
    - Easily accessible storage space for books
    - Beads for stringing
    - Wooden puzzles (simple: 4 pieces for youngest children up to 12-15 pieces--be sure to have the pieces identified on the back so teacher can get them together again) Should be done in a quiet place.
    - Sets of small blocks (interlocking, plastic or wooden)
    - Miniature doll house and sturdy furniture
    - Group games - (Lotto)

  2. Supplementary
    - Table and chairs or small rugs or blanket
    - Books probably can be borrowed by special arrangement from library
    - Easily accessible storage space

E. Equipment for science activities
  1. Important
    - Space for exhibiting what children bring in
    - Science equipment (magnets, magnifying glasses, simple electric circuit)

  2. Supplementary
    - Cages for small animals (hamsters, mice, guinea pigs)
    - Planting space and dirt and seeds (beans, radish grow quickly)
    - Large jars for water animals (turtles, fish, frogs)

F. Equipment for music activities
  1. Important
    - Phonograph (or teacher who plays piano and piano)
    - Records (from teachers or borrowed from schools or libraries)--Records that tell a story, folk songs (Pete Seeger: The Babysitter), quiet music, dance music (Irish Washerwomen Spanish or Italian dances, etc.) Marching music.
    - Simple instruments for children's use (bells, drums, shakers, and blocks, tambourines, rhythm sticks)--many of these can be made by the teachers or volunteer

  2. Supplementary
    - Music for teachers and some musical instruments (piano, harpsichord, autoharp)
    - Instruments with truly musical quality
    - Dance accessories (dance skirts, scarves, balloons, strips of crepe paper)

G. Equipment for creative activities
  1. Important
    - Materials to make play dough (3 parts flour, 1 part salt, water till stiff but not sticky, coloring matter such as dry tempra, food coloring)

Blunt scissors and paper and old catalogues and magazines to cut
Large boxes of crayons
Plain paper (colored construction, manila construction paper newprint, finger paint paper) and library paste. (Newsprint may be obtained from local nespaper--they are end rolls from printing)
Easels (ideally one for ever 5-8 children) with clips for holding paper and tray to hold paint containers
Plastic glasses with clamp-over lids for paint containers
long handled brushes (6-½" wide; 6-3/4 wide; 6-1" wide)
Rack for drying paintings (clothesline and clothespins will do
Finger painting materials (cornstarch, soap flakes, salt, veg. oil)
Muffin tins to hold paints or other small things
Small shallow bowls (6-8" in diameter) as containers
Plastic aprons or smocks for children (men's shirts are good smocks)
Access to water, sponges, and rags for cleaning up
Large sheets 18" x 24" of unprinted newsprint

2. Supplementary
Potters clay, plastic bucket with cover for storage
Miscellaneous materials for pasting (see additional materials)
Colored chalk and chalkboards
Materials to make paints (sponges, potatoes, cookie cutters, tougue depressors)
Accessories for play dough (rolling pins, cookie cutters, tongue depressors)
Large pencils

III. Convenience equipment

A. Area Dividers
1. Important
Storage shelves (may be homemade, but should be sturdy and easily moveable)
Portable screens (low enough for teacher to see over)
Lockers for children's coats and other belongings.

2. Supplementary
Benches
Storage for teachers' supplies and materials not in use

B. Cleaning equipment
1. Important
Oilcloth or plastic table covers (for use with paste, paint, clay, play dough)
Large assortment of sponges, rags, scrub-brushes
Large assortment of plastic containers (shallow bowls, shallow tubs, buckets, covered buckets)
Brooms and dustpans and mops

2. Supplementary
Storage area for cleaning equipment
Soap and detergent
Sink and paper towels

The Pennsylvania State University
College of Human Development

Creative Activities

Fingerpainting:

General Concepts:

1. Developing some understanding of color
texture
line
design
mass
shape
dimension
space
movement
consistency

2. Providing a means of communicating.

3. Lessening of inhibitions.
Release of frustrations and aggressions.
Release of tensions.

4. Gaining some skill in small and large muscle coordination.

A. Equipment

Fingerpaint (transferred from large jars to small containers)
Bowls (one for each color)
One tongue depressor for each dish of paint
Tray of water or sponge
Fingerpaint paper
Formica topped table or oil cloth covered table
Pan of water for cleaning table
Apron for each child
Pencil for writing child's name on paper

Suggestions:

1. For a change of texture to finger paint add: sand, salt, coffee grounds, fine sawdust.

2. For a variation in color: Put powder paint in salt shakers and let children add their own color to uncolored fingerpaint. This will help in learning color names, color concepts, and mixing colors to create new color.

3. Wet smooth side of fingerpaint paper for best results, however, such paper is not necessary. Children may fingerpaint directly on formica-topped tables or on large pieces of oil cloth. Print can be made by placing newsprint on top of design, gently rubbing, then pulling off. Results can be cleaned off quickly with a sponge.

(Fingerpainting Cont'd.)

4. A large work area is best for finger painting so child can use rhythmic movements with arms and perhaps entire body.

5. When a painting has dried it can be pressed on the wrong side and hung or mounted.

6. Shellacking it in addition helps to keep the paint from flacking off.

B. Procedure

The children should be encouraged to stand while fingerpainting to give the body a greater freedom of muscular movement, rhythm and co-ordination. Sometimes music may be introduced with this activit

Children put on aprons or smocks.

Child may take own paint or teacher may give it to him.

Teacher should write name of child on dull side and wet paper, place on table, slick side up and smooth out wrinkles.

When painting is completed, child may be encouraged to help clean table, but do not force.

Child should wash hands immediately and then remove apron.

C. Recipes for Fingerpaints

1. Linit Starch and Soap Fingerpaint

1 c. Linit Starch	½ c. soapflakes
1½ c. boiling water	1 T. Glycerine (opt., makes it smoother)

Mix starch with enough water to make smooth paste. Add boiling water and cook until glossy. Stir in soapflakes while mixture is warm. When cool, add glycerine and coloring (powder paint, poster paint, or food coloring.)
Description of Product: very smooth and creamy; nice sensory feeling; keep in air tight jar.

2. Cornstarch Fingerpaint

1½ T. cornstarch to each cup of water. Add color. Mix cornstarch with water to smooth consistency. Cook until clear and the thickness of pudding.

3. Wheat Paste Fingerpaint

Wheat Paste
Water

Add enough water until the fingerpaint is the right consistenc
Food coloring may be added.

(Fingerpainting Cont'd.)

4. Oil Base Fingerpaint

1 C. salt
2 C. flour
¼ C. baby oil
coloring if desired

Add water to mix. Knead until smooth.

5. Flour-Salt Fingerpaint

2 c. flour
2 t. salt
3 c. water
2 c. hot water

Add salt to flour, then pour in cold water gradually and beat mixture until smooth. Add hot water and boil until it becomes clear. Beat until smooth. Add coloring. Description of product: Least expensive, but not very creamy.

6. Soapsuds Fingerpaint

1 part Ivory flakes to 2 or 3 parts warm water.

Beat vigorously (electric beater helpful) to stiff, whipped cream consistency. Sometimes ½ c. flour is added. Coloring is added and blended into mixture. This can also be used on construction paper. It provides a nice consistency for children who find regular fingerpaint too messy.

7. Starch and Water Fingerpaint

½ c. laundry starch
½ c. cold water
4 c. boiling water
liquid or dry tempera (2T. - 1 p

Mix starch and cold water until smooth. Stir in boiling water quickly. Add paint.

** Will keep for 3 weeks if stored in an airtight container. Little curling of paper will result.

8. Paste and Water Fingerpaint

commercial white paste
water
coloring

Mix paste and cold water to smooth consistency. Add color and blend. A small amount of soapflakes may be added to cut down on the stickiness.

** Will keep about four days.

9. Plastic Starch and Soapflakes

1 quart plastic starch (obtainable at grocery stores, approximately 25¢ per quart.)

(Fingerpainting Cont'd.)

(Plastic Starch and Soapflakes Cont'd)

Method: Mix soapflakes and pacods paint. All liquid starch to right consistency.

Description of product: very easy to make. Smooth but not creamy.

Collage

General Concepts:

1. Stimulates inquisitiveness.
2. Exploring materials and their possible uses.
3. Enjoyment.
4. Aesthetic arrangements.
5. Experiences through touch.

Suggested Collage Materials

Equipment

Scissors
Staplers
Paper punches
Scotch tape
Paper fasteners
Paste of glue

Textured Materials

fur scraps
leather
felt
burlap
corrugated paper
egg carton dividers
beads
sand paper
velvet
corduroy
seeds and pods
twigs
pebbles
excelsior
feathers
cotton
pipe cleaners
acorns
shells
bark & leaves

Patterned Materials

wall paper samples
magazines
printed percales
greeting cards
oil cloth
catalogues
patterned gift wrapping

Transparent and Semi-transparent Materials

net fruit sacks
onion sacks
nylon net
wax paper
lace
organdy
veiling
thin tissues
metal screening
colored cellophane
paper lace doillies

(Fingerpainting Cont'd.)

Sparkling or Shiny Materials

sequins
glitter
aluminum foil
coinette ribbon
Christmas wrapping paper
metallic paper
paper from greeting cards
Christmas tinsel
mica snow
tin foil

Shapes

buttons
drinking straws
wooden applicators
spools
scrap sponge
paper clips
string
corks
bottle caps
styrophome (florist foam)
tongue depressors
cup cake cups
macaroni, spaghetti
fluted candy cups
heavy cotton rug yarn
rubber bands
beads
tooth picks
gummed stickers

Scattering Materials

sand
sawdust
rice
tiny pebbles
shavings
twigs
salt

Easel Painting

Powder paints:

Methods: Add water slowly to paint, stirring constantly. Red and orange mix better if warm water is used. Use of an egg beater or a shaker is also helpful. Be sure the color is thoroughly mixed and saturated. The paint should be bright and rather thick in consistency.

Paint can be mixed in quantity and kept for a week or more, if stored in a comparatively cool place (in screw top containers.) It settles into the bottom of jars, however, and needs to be thoroughly stirred before each use.

Paper

Unprinted newspaper is usually used, although bogus and other cheap papers are possible. Sheets should be approximately 18 X 24, large enough for free muscle action. The back of old wall paper can also be used and is excellent for murals in which each child words on his own section of the group picture.

Easel

An easel can be bought or constructed at home. It should be adjusted to the height of the child. If an easel is not available, painting can be done on a table top or floor. In this case, a muffin tin makes an excellent paint container.

Brushes

Brush should have large head; making strokes 3/4 to 1 inch wide, and handle big enough for child to grasp it easily but not too long. (Handles can be cut to shorten.) These can be bought at art or school supply shops and at paint stores.

Suggested Crayon Activities

1. Crayon etching: cover paper with light colored crayon, then cover light surface with dark crayon. Scratch through to light surface with edge of blunt scissors or tongue depressor.

2. Crayon leaf rubbing: place leaf under newsprint, scribble with crayon on top of paper to get impression of leaf. Can also be done with coins, string, pieces of paper, wire screening, burlap, etc.

3. Crayon and paint: draw on paper with light-colored crayons, then cover with wash of dark paint. Paint will cover all but crayon markings.

4. Colored paper: using crayons on colored paper teaches children what happens when one color is applied to another.

5. Single colors: picking out one color to use for an entire picture offers a change from having a variety of colors to use.

6. Variety in diameter: wide crayons stimulate more extensive drawin narrow crayons stimulate more detailed work. Use of entire flat side of crayon, after peeling paper, also add variety.

7. Crayon stenciling: draw on cloth with firm, even weave of light, solid color. Place material face down between two pieces of smooth paper and press with hot iron. Do not rub iron across paper.

Chalk Activities

1. Dry paper: colored or white construction paper, finger paint paper may be used to give rough or smooth surface.

2. Wet paper: paper dipped in water permits chalk to slide more easi gives more fluid motion to drawing and makes colors more brilliant. Construction paper or paper towels may be used.

3. Wet chalk: chalk is dipped in bowl of water before being used on dry paper. Effects similar to #2.

4. Buttermilk or diluted plastic starch: used to wet paper. Chalk sticks to paper after drying.

5. Fixitive: may be sprayed on dried chalk drawing or added to water for wet paper drawing. Prevents chalk dust from rubbing off.

6. Blackboard: large surface encourages expansive, sweeping motions.

Stick Printing

Materials: Wooden Blocks - (There are a variety of shapes and sizes which may be used and easily manipulated by children.)

Spools - (There are a variety of sizes and the contours may be varied by cutting notches on the edge.)

Wad of Newspaper - (This is crumpled into a ball and used for mottled effects.)

Brushes - (A small fingernail brush or old toothbrush may be used for streaked effect directly on the paper. Spattered designs may be made by rubbing the brush over the edge of a can cover or a piece of screening.)

Sponge - (Used directly on paper for mottled effect.)

Directions: A little pad of cloth in the paint and placed in a saucer or can cover makes a fine pad for printing. Any of the above materials may be pressed in this pad and then printed on paper or cloth.

The designs are made by using one or several colors on white background. One or several shapes may be used in one design.

White calcimine is very effective on colored paper.

Children should be given large enough background paper to allow for sweeping motions. The table should be well protected with oilcloth or paper. Experimenting with materials lead to many new ideas.

Marble Paper

Materials: Any rather tough paper such as brown, white or colored wrapping paper, paper bags, dry cleaning bags (used ones may be collected and saved for this purpose.) Tempera, or poster paints.

Directions: Wet paper thoroughly - spread out on table. With brush or soft cloth dab splotches of paint about over paper. (One color or combination of colors may be used.) Crumple paper into a ball, gently squeeze out excess water, taking care not to tear paper. Spread paper out to dry, when dry, press with warm iron. This paper is very effective when used for book binding, covering port folios and for gift wrapping.

Another Method: Fill large tray or baking pan with water. Drop small amounts of oil paint or printers ink on water, stir gently, so paint will form interesting patterns. Lay paper on surface, the paint will form patterns on the paper. Let dry and press.

Potato Prints

Potatoes make an interesting substitute for linoleum. Cut potato in half and carve the freshly cut surface. To print one may use the cloth pads soaked in poster paint as in Stick Printing or the printer's inks.

Many interesting effects may be achieved by cutting geometric designs on the potato and arranging the prints to form an all-over design.

Spatter Printing

Materials: Old toothbrush or inexpensive perfume atomizer. Poster paint or ink. Old comb, or piece of screening, can cover.

Directions: A design for spatter painting must be simple. It may be drawn and cut out of paper like a silhouette, cut out like a stencil (an old razor blade is handy for this) or pressed leaves and flowers may be used.

The design is placed on the paper to be printed and secured by a weight or pins. If pins are used, it is well to have cardboard or an old magazine under the paper so the pins may be held vertically above the design.

To print, dilute a little poster paint or use ink. Dip brush in paint and draw it across the edge of the can cover or over the comb or screen. This spatters the paint on fairly uniform dots. A little experimenting will help in getting interesting effects.

When paint is dry, or before if care is used not to touch painted parts, remove pattern.

Spraying the paint on with an old perfume atomizer is another way of gaining the same effect. Here care and a little experimenting is needed to get the paint diluted to the right consistency for spraying.

Clay and Dough:

General Concepts:

1. Developing some understanding of: color
   shape
   texture
   mass
   dimension
   elasticity
2. Providing the opportunity for socialization and dramatic play.
3. Lessening of inhibitions; release of frustrations and aggressions
4. Gaining some skill in small muscle coordination.
5. Encourages group belongingness.

(Clay and Dough Cont'd.)

Directions for Using Clay:

The following should be kept in mind when supervising modeling of clay.

1. Each child wears an apron while using clay.
2. See that each child has enough space for working.
3. Give each child a ball of clay approximately the size of your fist.
4. Tongue depressors may be used with the clay.
5. Sit near the table and show interest in the children's work.
6. If the child expresses a desire to keep his creation, it may be saved. When their products are dry, they may be painted with easel paints if they wish to do so.
7. When play time is over roll all scraps of clay into balls about the size of your fist. Make a hole in the clay with your thumb, fill the hole with water, and place ball of clay in pottery jar. Cover clay with damp cloth before replacing cover on jar.
8. Wipe clay from tables with a damp cloth before it has time to set.

Recipes:

A. clay:

Method #1: Put desired amount of water in earthen jar. Gradually add powder stirring until consistency of sticky bread dough. Let stand over night. Knead powder into clay until desired consistency.

Method #2: Place powder in cloth sack. Tie firmly. Place in pail, covering with water. Remove clay next day and mold into balls.

Proper storage is essential.

B. Dough clay

Available: teacher made
commercial - dime stores, toy stores

Equipment: rolling pin or round block, cookie cutters, muffin tins, formica top table or oil cloth cover.

Recipes:

Method 1: (Flour-salt dough) Mix 2 c. flour and 1 c. salt. Add dry coloring to dry mixture or food coloring to ½ c. water (try less.) Gradually, add water and knead until it is smooth and easy to handle. Keep in cool air tight place. 1 Tbs. of alum may be added to each 2 cups of flour as a preservative. Will keep 1 to 2 weeks.

(Clay modeling cont'd.)

Method 2: (Cooked Dough)
1 c. flour
½ c. cornstarch - blend with cold water
4 c. boiling water, add 1 c. salt
Pour hot mixture into cold. Put over hot water and cook until clear. Cool overnight. Knead flour in until right consistency. Coloring may be added with flour. Texture of yeast dough -- nice to handle. Somewhat resilient and bouncy. Keep in a tight container.

Method 3: (Cornstarch Dough)
2 Tbs. cornstarch
4 Tbs. boiling water
4 Tbs. salt
Mix cornstarch and salt. Add color. Pour on boiling water, stir until soft and smooth. Place over fire until it forms soft ball.

Method 4: (Cornstarch-Salt Dough)
1 c. salt
½ c. cornstarch
½ c. boiling water
Mix together and heat until thick. Mixture thickens quickly.
Color may be added.

Method 5: (Sawdust Clay)
6 c. sawdust
5½ c. flour
2 Tbs. salt
Gradually add small amounts of boiling water. Blend thoroughly until mixture resembles stiff dough. Store in cool place in damp cloth. Keeps about a week.

Method 6: (Sawdust)
Add 1 c. paste to 2 c. sawdust. Mix with hands until mass can be formed into a ball and not cling to the fingers.

Wood:

Materials:

A. Wood

1. Wood must be soft.
2. On younger level: Select wood which is narrow enough so that sawing can be quick and succesful. Select wood for sawing that is free of knots. (Knots cannot be sawed or nailed through.)

B. Nails

1. Nails must be suitable for the job - long enough to hold things together and short enough not to extend beyond depth of wood and thereby leaving the point of nail exposed.

2. Select nails for wheels that will be thin enough and long or short enough to allow wheel free turning, and at the same time will hold wheel firmly in place.

C. Accessories

1. Screw hook and eye for coupling trains, barges, etc.

2. Pieces of leather for hinges.

3. Bottle caps, corks, spools for headlights, smokestacks, etc., must be adequately nailed for functioning.

4. Wire, string.

Tools and Techniques:

A. Proper Names

Call tools and their parts by their proper names. Example: "We use claw end to pull out a nail."

1. Hammer - handle, head, claw

2. Saw - handle, blade, cutting edge

3. Sandpaper - Rough sanding side (Must be fastened on right sized piece of wood.)

4. Vise - handle, clamp for holding wood (holds wood like a hand so we are free to use both our hands.)

B. Handling of Tools (Should be under constant supervision)

1. Hammer

a. Very young children usually hold handle of hammer near the head. Older children (5 up) should be encouraged to grasp the handle nearer to the base. This will allow the child to gain the benefit of the weight that the head provides.

b. Children should be shown how to brace wood against the workbench so that wood will not slip nor will they strike their fingers. Teacher may need to help each time.

2. Nails

    a. Teacher starts nails when needed - children always finish driving nails. Final success is for child. Encourage slow rhythm in driving nails. For younger children get nail driven in enough to ensure quick success for the child.

3. Saw

    a. Young child usually needs two hands for sawing.

    b. Teacher usually starts sawing. Older children should be encouraged to rule lines for sawing.

    c. Teacher should help child to stand properly while sawing. Saw should be straight - parallel to straight edge of table. Older children should be encouraged to hold wood with one hand and saw with the other hand.

    d. When saw slips out of groove, teacher should help child to replace saw by grasping handle with one hand and using the other hand on dull edge to guide saw.

    e. Help child use saw in light, steady rhythm. The easy movements prevent the saw from getting stuck in the wood.

    f. Watch fall of sawdust and point out the fact that as long as sawdust is being created, the wood is being cut.

    g. The child should be encouraged to finish sawing to ensure satisfaction and sense of accomplishment. However, if child loses interest do not try to force him to finish.

4. Care of Tools

    a. Take down carefully only those tools which are to be used. Working space should be clear and uncluttered for both an orderly work experience and for children's safety.

    b. In the course of work when tools are not in use (momentarily) they must be placed flat on a cleared work bench. This is to avoid slipping of tools. Tools are never put on the floor.

    c. Tools must be replaced in proper place as soon as child is finished with them.

As an important part of this experience with this material, as with others, we must draw attention of the child to the particular medium in which he is working. We would like him to be conscious of how wood feels; its smoothness, roughness, how it smells, its weight; how saw get hot while it works, etc.

Planning a Trip Away from the Child Development Center

Purposes:

1. To help the children develop a keener ability to observe.
2. To help them develop appreciation and acquire knowledge of the world around them.
3. To help develop their curiosity about things in their environment.
4. To guide them in labeling various objects and experiences.
5. To provide practice in discussing what they have observed.
6. To provide practice in self-discipline.
7. To have fun.

Planning the Trip:

1. Know the area to be visited. If it is outside the local neighborhood, visit it beforehand to find out just what the children can see and do.
2. Arrange for extra adults to accompany the group if needed.- An adequate number of adults allows more freedom on a walking trip and also increases the opportunity for verbal interaction.
3. Arrange for transportation if necessary.
4. If the trip is to be fairly long, be sure there are toilet facilities at your destination or at some point along the way.
5. If visiting a store, public service, etc. be sure the people in charge understand your purposes in advance and are willing to cooperate with your plans.
6. Make sure the children know: where they are going, how they are going, when they are going, what they can expect to see, and any safety rules they are expected to follow.
7. Try to use parents whenever possible since they too have had limited travel experience and are often as eager to "go places" as the children are.

Example of Teacher Planning for a Field Trip

Activity:

Excursion to see animals.
Visit to a farm.

General Area:
Animals

Specific Area:
Farm animals

Concepts:

A. To familiarize and acquaint children with farm animals that they have heard and read about.

B. To show children some of the habits of farm animals.

C. To help children form concepts of size of different animals in relation to themselves.

Materials Needed:

A. Transportation to and from farm.

B. Cooperative farmer with a variety of animals and the location of a convenient farm.

C. Books, pictures, and materials for both stimulating children's interest in farm animals and to follow up the excursion.

Procedure:

A. Locate a convenient farm and ask the farmer for permission to bring the children to the farm.

    1. Farm should have a variety of animals which you wish to see: cow, pig, horse, and possibly sheep.

    2. Animals should be accustomed to humans and not react violently and scare the children.

B. Prepare children for visit:

    1. Read stories and show pictures about the farm animals

    2. Talk with children to find out how much they already know about the animals.

    3. Stimulate interest as much as possible.

C. Secure transportation to and from the farm.

    1. One car for every three or four children.

2. Two adults per car. (Mothers may enjoy taking children.)

3. One adult for two children.

D. Get permission from parents for children to make the trip.

E. Make definite arrangements about time, meeting place, directions and length of visit with all concerned.

F. Things to consider with children:

1. Not to let them get overstimulated.

2. Take a group who go well together.

3. Remember the short attention span of young children and that they tire easily.

4. Realize this will be a new experience for the children and not present so much information that they will be confused.

5. If the trip is a long one - make the visit short.

6. Take about 6-8 children at a time -- those who are particularly interested.

G. On day of trip keep children as calm as possible -- and remain calm yourself.

1. Group children and get them in the cars with as little confusion as possible.

2. Make sure they are appropriately dressed.

H. At farm:

1. Get children together as you and/or the farmer point out various things about the animals.

2. Keep children calm.

3. Let them ask questions -- answer truthfully.

4. Move slowly enough to let children see, yet not so slowly that they lose interest.

5. When ready to leave, thank the farmer for letting you come visit.

6. Be sure all children are accounted for and ready to come back.

I. After returning to nursery school -- not necessarily that day -- talk with children about what you saw, emphasizing certain points.

J. Let children guide you to some extent of how far to follow up their interest.

K. Be sure to thank mothers and those who accompanied children as well as the farmer again.

L. Plan an alternate activity on the day of the visit in case of bad weather.

Results:

Conclusions:

Pertinent Facts Children May Learn:

A. Cows
   1. How cows look -- size, color.
   2. Cows give milk which we drink -- farmer milks cow.
   3. Cows eat grass and hay.
   4. Cows have horns for protection.
   5. They have 4 legs with hooves.
   6. Cows chew a cud.
   7. Cows make a "moo"ing sound.
   8. Usually walk slowly.

B. Horses
   1. Horses are large.
   2. See color of horse.
   3. People ride horses as well as use them to help on farm.
   4. Horses eat grass and hay.
   5. They have a mane and a long tail.
   6. Some horses can do tricks.

C. Pigs
   1. Size and appearance of pigs; short and fat
   2. Pigs have short curly tails.

D. See that farmer takes care of the animals and the homes he supplies for them.

(Planning a Trip Cont'd.)

Hints to Remember:

1. Be sure the trip is not overstimulating for the children. A neighborhood walk may be more beneficial to a child with limited experience than a trip to a crowded airport where too many stimuli are presented at once.

2. Start with short trips until you know your children. You may find some children in your group who, even by the end of the summer, may not be ready for much more than a ten or fifteen minute walk. If possible, an aid, a parent, or a volunteer could take these children on "special walks" without the other children and engage them in activities while the other children go on trips.

3. Don't press the children to "get something" which can be related to adults out of every trip. Forcing them to react outwardly to every experience may cause unnecessary pressure and take all the fun and enthusiasm out of the trip.

4. Have definite rules for behavior on trips, but be sure each rule has a purpose and that the children understand it.

5. Encourage the children to discuss what they have seen and to relate it to books, pictures, etc., used in the school.

6. Involve the children in the planning and preparation as much as possible. Record lists and suggestions on the blackboard where the children can see them. This will help them become acquainted with using words to record ideas.

7. Try to plan trips which fit the interests expressed by the children. Short, impromptu trips can often be arranged. If the staff is adequate, trips with only a few children can result in extremely stimulating experiences.

8. Trips to stores are more interesting if the children can actually buy something for the school even if it is only a small item.

Some Possible Trips and some things to Discuss

Neighborhood (Urban) - Cars, trucks, various kinds of buildings, peopl in windows and along the street, street markings (cross-walks,etc kinds of sidewalks (concrete, cement, etc.), fire hydrants.

Neighborhood (Rural or small town) - Plants and trees (name, smell, color, shape, kinds of seeds, etc.), squirrels, rabbits, birds, weather (clouds, sun, wind in trees, etc.), surfaces to walk on (pavement, dirt path, grass, etc.), cars, people, small streams.

Construction Site - Clothing of the men working, machinery, pipes, electrical wiring, other equipment, purpose of the building, blueprints or floor plans if available from the contractor.

Visiting the Teacher's Home - Idea that the teacher is a real person and has a home too, pictures, anything special you have to show the children, a one-item snack.

School the Children will Attend - The teacher they will have, desks, books, equipment and supplies, what they will do in kindergarten and first grade.

Dairy Farm - How we get milk from cows, processing, delivery in big trucks to the store or house.

Farm - Planting crops, caring for them, the farmer's job, the machinery used, importance of sun and rain.

Radio or T.V. Station - Microphones and T.V. cameras, relation to the programs the children watch, jobs of the various people in the studio, viewing themselves on the moniter (if possible).

Lumber Yard - Saws and other equipment used, kinds of wood (hard and soft, rough and smooth, etc.), uses for wood, getting wood for use in the woodworking area.

Airport - Size of planes, kinds of planes, destination, control tower, sound of planes, wind made by the plane when it takes off, ticket off, ticket offices, jobs of various people, uniforms they wear.

Factories - Kinds of things they make, machinery used, way the workers dress, safety rules.

Zoo - Names of animals, what they eat, where they come from, kind of fur, skin or feathers, colors, sounds they make, who takes care of them.

Museum - Things to see will vary greatly depending upon the museum chosen.

Restaurant of Snack Bar - How to order food, the use of the menu, what waitress does, the kitchen, who works there, how it differs from the one at home, the equipment used, safety and health factors.

Theater - (Preferably a children's matinee) The story, characters, difference between real and pretend, music (instruments used, what they sound like, etc.).

Water Works - Pumps for moving water, where the water comes from, chemicals used to purify it, pipes to carry it to houses, how we use water.

Sewage Disposal Plant - What happens to the water when it goes down the drain, pipes that carry it from our houses to the plant, filters, chemicals used to clean it, where it goes after it is cleaned, importance for health.

Telephone Switchboard - Equipment used, operators, repairmen, wires — that connect to our homes, when we call people, calling the Center to talk to another teacher.

Repaving Streets or Roads - Workers, machinery, the materials used in the roads, why we need roads, where they go, who uses them.

Picnic - (Can be in the schoolyard or a nearby picnic area) Simple foods the children have prepared, the fun of eating out-of-doors, trees, flowers, weather.

Fire Department - Trucks, other equipment, what the fireman do, how they dress, how they help us.

Police Station - What policemen do, how they help us, how they dress.

Library - Kinds of books available, rules of behavior in the library, what the librarian does, how to take out books.

Grocery Store - Foods we eat, where they come from, paying cashier, getting change.

Pet Shop - Names of the animals, how they live, what they eat, kind of fur or skin, color.

Book Store - How it differs from the library, what they sell.

Hardward Store, Department Store, or Five-and-Ten - Kinds of things they sell, how to find the department you want.

Drug Store - Medecine being mixed, when and how we use medicine, safety factors.

Bakery - Bread rising, how the kitchen differs from the one at home, the way the workers dress, importance of cleanliness.

Floral Shop - Arranging flowers, names of some flowers, their colors, shapes, where they grow, etc.

Shoe Repair Shop - The repairman repairing shoes, ways of taking care of shoes to make them last longer.

Cleaner and Presser - Spot removal, pressing, care of clothes.

Self-Service Dry Cleaner - People operating the cleaners, idea of doing things for yourself vs. paying others to do them for you.

Service Station - Where the gas comes from (tank beneath the pumps, gas trucks, etc.), use of the air pump, tools used in fixing cars, mechanic's job.

Barber Shop or Beauty Shop - Hair care, scissors, clippers, other equipment, cosmetics, trying out the chair.

Post Office - Mailing letters, receiving mail, sorting mail, mailman's job.

Visiting a Child's Home - How to be good visitors, meeting family members and pets.

Bulletin Boards

Parents Boards

Bulletin boards can be invaluable as a visual device for communication with both parents and children. Such items can be posted on the parent board:

- Notes or announcements about meetings, conferences
- Schedules of forthcoming events for the children and/or parents
- Brief reviews of books of interest
- Pictures of children depicting what a child is like

The function of a parent board might be:

- Communication
- Furthering the education of the parent about their children and the importance of the school group.
- Help the parent develop parental skills

Parent bulletin boards should be placed at the entrance to the building or to the room where they attract attention. By placing timely ideas on the board the teacher and the parent may have a basis for discussion.

Children's Bulletin Boards

Bulletin boards for children are a valuable teaching device. They should be placed at a height convenient for the child to enjoy.

Suggested materials for children's boards:

- Pictures
- Art work
- Constructed pictures, numbers, figures

Some functions of a bulletin board for children

- To help in developing a concept by visualization
- To present an idea
- To help develop a sense of order and beauty

Some basic suggestions for bulletin board construction

- Change boards frequently
- Keep them up to date
- Do not crowd boards
- Unify display
- Use the natural eye movement to keep the attention in the board, not lead it out
- Mount pictures
- Have A point of interest
- Label where necessary

Suggestions for developing boards

- Start a file: picture, object, idea

- Develop a theme or objective for the board
- Try new ideas in communication (study ads in magazines)
- Collect materials
  - Fabric, paper, buttons, placemats, tissue
  - Yarn, cord, wire, grain, straws
  - Bark, sponge, corrogated cardboard
  - Action figures, paper dolls, pipe cleaner figures
  - Paper hands, arrows, bamboo sticks
  - Letters - paper, paint, crayons, plaster of Paris, wood
  - Three dimensional objects

Make a sketch of the plan of the board

Assemble your materials

Lay them on the floor or a flat surface

Evaluate, discard and rearrange

Construct - use straight pins and staples, NOT THUMB TACKS!

Use to teach

Evaluate in terms of purpose or objective.

STORY GROUPS

The following are suggestions to help you present stories to the children more effectively.

1. Select a suitable spot--one that is quiet; away from distracting noises and activities.

2. See that everyone is seated comfortably. Avoid crowding. Be sure that you, the storyteller, can see all the children's faces and that they can see yours. Rugs on the floor or ground in a semi-circle facing the teacher is a good seating arrangement.

3. If using a book, be sure to hold it so that all can see it. Do not hold the book in your lap. The best plan is to hold it instead out to one side, up beside your cheek. This means that you must be able to read the story out of the side of your eye without turning the book toward you. In picking out books to use with the group of children, be sure to choose those with pictures large enough.

4. Before you begin to read or tell the story provide opportunities for the children to look at books on their own. This is good pre-reading experiments in getting meanings from the pictures.

5. Get the children's attention before you start to read. Collect the books which they have been looking at and keep them in a pile by you. If the children are restless some conversation about the book, a fimiliar finger play or song will all help to draw their attention to you.

6. Be sure you like the story you read, otherwise, you can put little enthusiasm into the telling of it.

7. Know your story well!
   If you do not do this you will focus too much of your attention on the book. You must be free to notice the reactions of the children.
   Also, knowing the story well means that you will be able to tell it with appropriate enthusiasm, expression, and emphasis.
   Sounds are better said than read. For example, crow for "cock a doodle do," "bow wow" not said.

8. Read the story unhurriedly with an interesting, well-modulated voice. Read naturally--do not "talk down" to the children or have a special "story-telling" voice.

   A quiet voice will encourage the children to listen more attentively.

Sciences

Plants:

I. Concepts:

Learn how plants grow.
How are plants alike and different?
There are many different kinds of plants.
Plants grow in many different places.
Plants need water, food, and light to grow.
Plants grow from seeds, bulbs, and cuttings.
Plants change so they grow.
We use plants for food, building materials, material for fires, clothing, and for shade.
Animals get food from plants.
Some plants store food in the seed, for it to grow upon when the plant first starts to grow.
Seasonal changes affect the plants.
Leaves grow up, roots grow down.
Plants tend to grow toward light.
Plants are all about us.
Different plants grow at different rates of speed.
Seeds travel in a variety of ways.
Each variety of tree has a shape, type of bark, shape of leaf all its own.
Different varieties of trees, leaves turn different colors in the fall.
If abused or neglected, some plants will die.
Plants are made up of a series of parts: roots, stems, flowers, and leaves.

II. Methods:

3 year olds -- in ~~fall~~ fall examine different types of seeds and seed pods -- flower seeds, tree seeds (maple tree flyers, nuts, seeds in pine cone) also flying seeds like milkweed, thistle and dandelion.
Show how wind carries some, etc.
Bring in closed pine cones and observe them opening in the heat, then examine the seeds.
Collect colored leaves, note different colors and types of leaves.
Plant a sweet potato in water and watch it grow -- roots stems, and leaves.
In late winter force some branches into leaf or bloom, such as forsythia or pussy-willow.
Have bulbs planted and force into early bloom (tulip, etc.
Have children plant seeds in individual containers, and watch them grow.

4 year olds -- Same as 3 year olds, but with more detail.
Learn that tree bark as well as leaves is different.
Plant seeds, bulbs, and root a cutting in water to plant.
Experiment to show need for light and water in growing.
Try to sprout some type of tree as from pine cones to get across the idea that a tree starts from seeds and takes a long time to grow.

(Plants Cont'd.)

III. Materials

Collect seeds, leaves, pine cones.
Potting soil, bulbs, seed cuttings, sweet potato, etc.
Pictures of products from plants as well as different plants.

Trips: Go on several walks to collect materials, look at leaves, etc.
Trip to nursery for older children.

Plant Science

I. Examples of Science Concepts one might wish to teach at preschool level:

1. Plants grow from seeds, bulbs, runners, spores, and other plants.
2. Plants need moisture, light, and plant food (gained from soil) to grow.
3. Different types of plants grow in different environments.
4. Many of the foods we eat come from plants.
5. Animals get many of their foods from plants.
6. Some plants store food in the seed, for it to grow upon when the plant first starts to grow.
7. Seasonal change affects plants (a wealth of sub-concepts is available here).
8. Different plants have different uses.
9. Roots have the ability to grow around obstacles.
10. Leaves grow up; roots down.
11. Plants tend to turn toward the light.
12. Plants are all about us.
13. Different plants grow at different rates of speed.
14. Seeds travel in a variety of ways.
15. Each variety of tree has a special shape, all its own.
16. Different varieties of trees' leaves turn different colors in fall.
17. If abused or neglected, some plants will die.
18. Some objects grow when planted; others do not.
19. Plants are made up of a series of parts: e.g., roots, stems, flowers, etc.

(Plants Cont'd.)

20. Some plants are good to eat: some poisonous.

21. Seeds take different amounts of time to sprout.

II. Books Related to Plant Science for Children:

Brown, M. W. Two Little Gardeners. N.Y.: Little Golden Books, Simon & Schuster. Out of Print.

Downer, M. L. The Flower. N.Y.: William R. Scott, 1955.

Kraus, R. The Carrot Seed. N.Y.: Harper & Row, 1945.

Weber, I. E. Bits That Grow Big. N.Y.: William R. Scott, 1953.

Weber, I. E. Up Above and Down Below. N.Y.: William R. Scott, 1953.

Weber, I. E. Travelers All. N.Y.: William R. Scott, 1944.

III. Partial List of Some of the Materials for Teaching Plant Science:

Outside garden space
Flower pots
Earth
Variety of garden tools
Bulbs
Nuts
Picture file of plants growing in habitat
Wide mouthed gallon jar
Punch & grow kit
Window box
Pebbles
Sand
Seeds (fairly large & quick growing)
Variety of growing plants
Gourds
Picture file of plant foods being harvested
Aquarium

IV. Examples of Pre-school Experiences Related to Plant Science:

1. Sprout a lima bean on moistened blotting paper to show the seed itself is a source of food for the baby plant.

2. Set up a terarium showing a specific plant climate (from a wide mouthed gallon jar or aquarium. It would be possible to include animals from the habitat as well.)

3. Take two similar plants and grow one in lighted conditions and one in a darkened environment. How does their development differ?

4. Plant an outside garden of raddishes, lettuce, turnips, and other rapid growing plant foods. Allow children to participate in preparation of soil, care of garden and harvesting of plants. It might be good to pull up some of the plants at varying stages of maturity to point out growth to the children.

5. On a nature walk have the children concentrate on one type of plant (e.g., flowers) and notice the different types which grow: their environment, shapes, colors, textures, etc.

(Plants Cont'd.)

6. Place a pot of young plants on the window ledge and do not turn. Notice how the stems will turn toward the source of light.

7. Sprout any one or more of the following: avocodo seed; top of pineapple; top of carrot; different bulbs.

8. Make a seed collection and correlate it with the living plants from which the seeds came (it is also possible to do this with nuts or leaves or flowers.)

9. Force branches of pussy willow, fruit tree, or forsythia into bloom.

10. Have children bring ~~to~~ school a variety of items they would like to grow -- experiment with what it is possible to grow, and what not.

11. Take field trip to florist shop to see unusual plants and flowers.

Suggested Science Activities

General Area: Forces of Nature

Specific Area: Water

Problem: To discover what sinks and what floats.

Concept: Some things float; some things sink in water.

Materials:

1. Water
2. Pan
3. Cork
4. Pebbles
5. Pieces of Wood
6. Marbles
7. Paper
8. Styrafoam

Procedure:

1. Lay out the items and allow the children to experiment with them.

2. Help them to note that some of the items float; some sink.

General Area: Forces of Nature

Specific Area: Water

Concepts: Heat changes water into vapor or steam.

Problem: To change water into a vapor.

Materials:

1. Pan
2. Water
3. Heat source

Procedure:

1. Put an amount of water in a pan.
2. Heat the pan of water to the boiling point.
3. Have the children notice the steam excaping from the pan and the lowering of the water level in the pan.

General Area: Natural Forces

Specific Area: Water

Concept: Some materials will dissolve or disappear in water.

Problem: To dissolve an amount of sugar in water.

Material:

1. Sugar
2. Glasses
3. Water
4. Teaspoons

Procedure:

1. Have the children place a teaspoonful of sugar in a glassful of water and watch it disappear or dissolve.
2. (Add some Kool-Aide or lemon juice to the sugar water and watch everything disappear!)

General Area: Forces of Nature

Specific Area: Water

Concepts: Ice is another form of water. Water expands as it freezes.

Problem: To make ice and demonstrate that freezing water expands.

Materials: Refrigerator, plastic tumbler, thin plastic (Saran Wrap), water.

Procedure:

1. Fill the tumbler to the brim with water.
2. Cover the top of the tumbler with plastic.
3. Place in the freezing unit.
4. Have the children observe that the freezing water has pushed the plastic up.

(Suggested Science Activities Cont'd.)

General Area: Forces of Nature

Specific Area: Frost

Concept: Frost forms when air touches very cold objects.

Materials:

1. Empty glass
2. Refrigerator

Procedure:

1. Place an empty glass in the freezing unit of the refrigerator for a short period of time.
2. Remove from the refrigerator and have the children observe frost forming on the sides.
3. Explain to the children that this is the same kind of frost that forms on the windows on cold nights.
4. Explain to children that there is moisture in the air around us and that it changes to frost when it touches something very cold.

General Area: Forces of Nature

Specific Area: Water

Concept: Water disappears into air.

Materials:

1. Two jars -- one with lid
2. Water

Procedure:

1. Fill both jars completely with water.
2. Cover one tightly; leave the other one uncovered.
3. Place both side by side on the window sill.
4. Have the children observe that the water level of the uncovered one is lower.
5. Explain that water escapes into air by evaporation.

(Suggested Science Activities Cont'd.)

General Area: Physics

Specific Area: Light

Concept: White light contains many

Materials:

1. Prism
2. White paper
3. Flashlight or filmstrip projector

Procedure:

1. Explain to children that white light is made up of several colors.
2. Show the children a prism and explain to them that when light passes through it, the different colors of light are separated.
3. Direct light either from a flashlight, projector, or sunlight through the prism onto a sheet of white paper.
4. Relate the colors of the spectrum to those the children may have seen in the rainbow.

General Area: Physics

Specific Area: Magnetism

Concept: Magnets attract only certain kinds of objects.

Problem: To differentiate among the materials that are attracted by magnets.

Materials:

1. Magents (bar, U, circular)
2. Objects made from many kinds of substances

Procedure:

1. Display the many objects on a table.
2. Allow the children to experiment with the magnets to determine which objects are attracted.
3. Ask the children to separate into two groups -- those attracted; those not.

General Area: Physics

Specific Area: Magnetism

Concept: The force of magnetism will pass through certain materials.

Problem: To demonstrate that the force of magnetism will pass through wood and water.

Materials:

1. Strong bar or U-magnet
2. Small nails or tacks
3. Pupil's wooden desk or table
4. Jar filled with water

Procedure:

1. Demonstrate first that the objects (tacks or nails) are attracted by the magnets.
2. Place them on the table top and move the magnet beneath it, causing the item to move also.
3. Discuss with the children that the force of the magnet passes through the wood.
4. Drop some nails or tacks into the jar of water.
5. Have children note the movement made by the tacks when approached by the magnets.

Sensory Perception:

I. Touch Concepts:

We can tell what things are like by touching and not seeing them. Things can feel smooth, rough, warm, cold, sandy, hard, soft, etc.

II. Methods:

Have collection of items to feel. Try to have children close their eyes, touch and identify items, or put things in a box for them to reach in and touch. When finished, leave items on display where children can handle and explore them.

III. Materials:

Collection of things with different properties to touch: sandpaper, fur, cellophane, glazed paper, crepe paper, waxed paper, foil, knitted material, flannel, velvet, leather, vinyl, felt, burlap, cork, eraser, sponge, pebbles, styrofoam, etc.

Sensory Perception:

I. Hearing Concepts:

We learn by hearing.

Hearing Concepts Cont'd:

We hear many different sounds.

Some are loud, some are soft, shrill, rumbling, etc.

II. Method:

Talk about what kind of sounds we hear -- voices, music, traffic noises, birds, wind in the trees, water running, etc.

Play a variety of sounds on a tape recorder or demonstration record.

Have children try to identify the sounds such as water running, door shutting, car motor, animal sounds, etc.

Record children's voices and see if they can identify each other and familiar adults.

Sensory Perception:

I. Taste Concepts

Taste tells us about things.

Things can taste sour, sweet, bitter, etc.

II. Method:

Have samples of items to taste. If possible try to have them taste without looking.

Have some solutions that look similar to identify by taste such as salt and sugar water.

III. Materials:

Items to taste: sugar, salt, orange, lemon, butter, vegetable, etc.

I. Weather

Concepts

There are many kinds of weather.

Sunshine, temperature, moisture, and wind are elements of weather.

Weather conditions vary and can change very rapidly.

There are signs to tell us that the weather is going to change, such as wind direction and clouds.

Temperature is an important part of the weather, it means hotness and coldness.

(Suggested Science Activities Cont'd.)

A thermometer tells us how to dress.

The thermometer goes up when it is hot and down when it gets cold.

The thermometer tells us how to dress.

II. Method

Talk about seasons, each in its turn and the characteristics of each.

With young children, this should be mentioned as they occur, and with older children, the coming season can be talked about.

Have a large collection of pictures and have children identify the time of year they represent.

Talk about the weather as it fits the occasion and changes in weather.

For older children, the concept of temperature can be learned. Talk about what it means in terms of how to dress.

Construct a big thermometer using ribbon for indicator that they can adjust every day to get an idea of how it works.

Keep a weather calendar.

Concepts of freezing and thawing might be worked in here, if suitable to the group.

III. Materials:

Collection of pictures depicting seasons.

Paper and ribbon to make thermometer.

Rhythm Instruments

Materials of Drum Body

Wooden	Cardboard	Metal	Pottery, Clay
bowls	cylindrical boxes	cake box or cover	Flower pots
redwood planters	heavy tubing	cannister	China bowls
barrels	food cartons	brass bowl	Glass bowls
hollow logs	waste baskets	can with dull edge	Crocks
		coffee can	

Miscellaneous

Gourd
Coconut
Abalone shell
Wide bamboo

(Rhythm Instruments Cont'd.)

Materials for Drum Heads

- Skins (wet)
- Suede of Chamois
- Commercial (used or seconds)
- Plastic
- Parchment
- Canvas
- Closely woven cotton
- Linen
- Oil Cloth
- Old inner tube

Materials for Drum Sticks

- Straight sticks
- Dowelling
- Hard ball fastened to end of stick
- Cloth bottle cleaner, wrapped with more padding
- Shoe-tree
- Spoon (can be wrapped with cloth)
- Papier mache on the end of a stick

Ways of Attaching the Drum Head

Thumb tacks of upholstery tacks -- Have one person hold the drum head tight in place while another person drives in the tacks. After the first tack is in, place the second one directly across from it. Continue in this manner, dividing the head into halves, quarters, etc. Tacks should be put in loosely to start and tightened after all have been put in.

Wire with tacks -- Have two people stretch the head over the opening, while a third pulls a strong, pliable wire, alternately above and below it.

Wire or Twine -- Can be used without tacks on bowls since the lip of the bowl will hold it in place.

Lacing -- For a two-headed drum, punch holes around the edge of each head; stretch them over the two openings and lace loosely from one head to the other. Then go back and tighten the cord and fasten the ends.

Hoop of a Barrel -- Take hoop off. Be sure barrel is not rough or sharp to avoid cutting the drum head. Put cement glue under the hoop and replace over drum head.

(Rhythm Instruments Cont'd.)

Tape -- Masking tape may be used around a plastic lid (such as a coffee can) to prevent its removal.

Shakers and Maracas

Containers

Tennis ball with pencil or stick handle
2 tea strainers -- one handle removed
Paper cups fastened with tape
Coconut shell with wooden handle
Symmetrical cookie cutters fastened with tape
Soft drink cans with metal disc soldered on end
Two wooden nut bowls taped together
Coffee can with hole drilled for dowel handle
Tennis ball can with stick handle
Balloons
Gourds
Papier-mache covered light bulbs
Paper towel tubing with ends covered
Small aluminum pie pans with tongue depressor handle
Small cans with lids
Plastic bottles

Rattles

Beans
Peas
Rice
Popcorn
Toothpicks
Seeds
Beads
Jingle Bells
Small pieces of wood
Pebbles
Marbles
Cloves
Nails
Buttons
Sand
Macaroni
Noodles
Nuts
Pins

Cymbals

Pot lids of the same size
Small pie pans with a knob screwed in the center
Can lids with dull edges and a knob screwed in the center
Hardwood disks with a knob screwed in the center
Coconut shells cut in half

Finger Cymbals

Small jar lids
Coasters
Metal mending discs
Sections of short ribs of beef
Buttons

Construction: Drill hole in the center and draw a small piece of elastic through the hole. Make a loop to fit snugly around the finger. Wear one on the thumb and one on the third finger.

Gongs

Brass bowl
Metal tray
Cast-iron skillet
Heavy pot lid
Hub cap

Mallets: Covered dish mop
Brass drum mallet
Stick with hard rubber ball on the end.

Note: If the gong is too large or too heavy for the children to hold while playing, it should be hung from a rack of some sort.

Triangle Substitutes

Triangle
Large nail
Horse shoe
Spoon
Piece of brass, copper or steel
Pancake turner (without handle)
Brass tubing

Strikers
Nail (Point filed down)
Spoon handle
Metal rod

Sand Blocks

Two blocks of wood with sand paper tacked or glued to one side. A handle may also be nailed to the other side.

Wood Block

Any block of hard wood that is partially hollow may be used. A cigar box is a good substitute. A rhythm stick or hard mallet can be used to play it.

Rhythm Sticks

Dowelling cut 10 to 12 inches long and painted can serve as rhythm sticks. The wider the diameter of the sticks, the lower the tone will be. A 9" by 12" cake pan can be used for storing the sticks.

Claves

Sections of branches, bamboo, or broom handles can substitute for claves. They should be about 1" in diameter and 8" long.

Tambourines

Paper plate
Metal foil plate
Tin lid

Punch 5 or 6 holes around the edge of the tambourine. Use bright colored yarn and tie jingles through the holes. (Jingles can be made from: flattened bottle tops, metal discs or bells)

Embroidery hoop - Soak the skin which is to be used for the drum head. Tie the jingles around the outside hoop, spacing them evenly. Stretch skin over the inside hoop and force outside hoop over it. While still wet, trim the skin and glue it under the inside hoop.

Plywood

Use two round pieces of plywood (6" to 8") with four equi-distant holes about one inch from the edge. Put 2" bolts in the holes of one plywood piece. Screw nuts or the bolts and tighten them to the wood. Place 2 jingles on each bolt. Screw on a second set of nuts, loosely enough so the jingles can move. Place the other plywood piece on top of the second nuts and fasten with another set of nuts.

Melody Instruments

Bells

Objects that produce a good tone when hit with a hard mallet can be hung from a wooden rack. The rack should be about 27" long and 16" high. Place 3 small crew hooks in the top board about 3" apart. Nail the side to the top and bottom boards. Hang the bells from the hooks with string or wire.
Suggestions for bells:

- bottles - various sizes or partially filled with water
- goblets
- dessert dishes
- teacups
- fruit jars
- large nails
- spikes
- sections of pipe
- clay pots
- tin cans

Hang the lowest pitch on the left and arrange in ascending order.

Tuned Glasses

The scales can be played on glasses filled with water at different levels. The more water is in the glass, the lower the tone. Use a spoon or stick to strike th glasses.

Tuned Bottles

Made the same as tuned glasses. Tone may be produced either by striking or blowing over the bottles.

Bamboo Xylophone

Tune pieces of bamboo to a definate scale by adjusting their length and link them together with cord, yarn or leather thongs.

Pipes

Tune pieces of pipe to a definite scale by adjusting their length. These can be fastened like the bamboo xyliphone or placed on a horizontal rack. The rack is made from 3/4" by 2" boards. The sides should be about 20" long and the ends 6" and 4" respectively. These may be fastened with nails or glue and felt or airfoam strips glued to the top. The bells may be laid across it, or glued or nailed to it. If they are nailed, bits of felt should keep the nails from touching the bells.

Hardwood Strips

Make the lowest bell 1½" by 5/8" and at least 9" long. Lay it across a rack like that used for the pipe bells and strike it in the middle. Compare the tone to middle C. If it is too low, saw off a little at a time until the tone matches middle C. If it is too high, plane off a little from the middle of the bottom. Do the same for the other strips for the rest of the scale.

Reeds

Tone is dependent on the length of the reed. It should be open at both ends so a tone can be produced by letting lips flutter together inside one end of the reed.

Whistles

If willow wood is available, it may be hollowed out and notched to make excellent whistles. Other whistles can be made of cardboard cylinders. Punch four or five holes in a row through the tube about 1½" from one end. Cover the end with waxed paper and hold it in place with a rubber band or string. Hum into the opening. Various tones are produced by covering holes with fingers.

Large sea shells

Blow into sea shells like a trumpet.

Small Cardboard Box

Remove lid, encircle box with rubber bands of varying widths. Pluck bands to play melody. May be tuned to simple 3 note song: Mary had a Little Lamb.

Jingle Instruments

Jingle

Use a 10" strip of leather, plastic belting, webbing, heavy ribbon or canvas (about 1" wide). Fasten three large jingle bells, five medium ones, or seven small ones to the bracelet.

Jingle belt

Make the same as the jingle bracelet, using a belt that fits the child and twelve jingle bells of any size.

Jingle spoons

Drill small holes around the edge of a wooden spoon. Wire or tie three large, five medium or seven small jingle bells to the spoon.

Jingle Bowls, sticks or paddles

These can be used instead of wooden spoons.

Pie plate

Jingles can be attached to pie plates in much the same way as they are attached to the wooden objects listed above. These give a more matallic sound.

Jingle Clog

Paint a table tennins paddle, a butter paddle, or a thin piece of plywood cut like a paddle. Jingles are made from two flattened bottle caps each. These are nailed to the paddle loosely enough so they can jingle and spaced so they will not touch each other.

MIGRANT CHILDREN WORKSHOP - JUNE, 1968

The overall evaluation of the conference on migrant children was enormously positive. All of the participants felt, as one stated, "this has surely been time and effort well spent, so glad I could experience this workshop."

Several areas of activities during the conference were sampled. A statistical breakdown presents the attitudes of the participants in a concrete and simple form.

59% considered the conference to have achieved the objective of creating a better understanding of the migrant child "very well"; 33% felt the conference had achieved the objective "fairly well"; and 7% felt the task had been done "well."

The evaluation of the first three days showed 57% favoring the speakers, almost always Reverand Frazier; 42.8% felt the trip to the camps had been the most helpful; 1 did not reply.

All partcipants agreed on the usefullness and appropriateness of the activities suggested for use with the children.

The curricular presentations were rated as to overall value to participants.

Social studies	19
Mathematics	19
Language Skills	13
Health and Physical Act.	6
Pre-School Activites	1
Teaching Beading	19
Science	15
Children's Literature	11
Arts and Crafts	14
Non printed instructional Mat.	29

Suggestions for improvement in coming years seemed to revolve around more activites and a continuation of the program as it exists.

One teacher observed, "I feel that the workshop we have been attending the past two weeks has had up to date information and material and if we continue to do this, it can only grow and be of greater value each year."

Every participant felt strongly that the program gave great help in the area of understanding and, on the understanding, of helping those less fortunate youngsters. Several teachers' comments might state the consensus best. "I feel I know much more of a background on the migrants as to understand and communicate with them, on their level of knowledge. Thank you very much!" "The greatest gain for me is an increased respect and empathy for the hurdles these people must daily contend with . . ." "changed my view completely toward a more comprehensive outlook of the migrants. Now I know what a migrant is." "It has increased my sense of responsibility toward the migrant child in my room. The barriers do not seem as unsurmountable as before, since I now understand more about how to cope with the problems that arise." There are many more comments that echo these criticisms of the conference. mh

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